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ABSTRACT

This paper discusses cohorts of Rio Hondo College (California) fall term students who completed the English/English-as-a-Second-Language (ESL) assessment test under the ESL scoring rubric between fall 1996 and spring 2001, and considers the relationships of assessment testing, enrollment, and course success. Report highlights include: (1) the proportion of potential Rio Hondo ESL students assessed into lower-level ESL courses increased, and the proportion assessed into higher-level ESL courses decreased, during five of the last six fall term placement cycles; (2) overall success rates in the first credit/no-credit or graded ESL or English courses that the students took were 62% for fall 1996, 60% for fall 1997, 73% for fall 1998, 71% for fall 1999, and 79% for fall 2000 cohorts; (3) in only two cohort years (fall 1997 and fall 1998) were students statistically more likely to succeed than not if they took the ESL or English course recommended by the assessment test; (4) many students may be attempting too few ESL courses to reach the beginning college English level (ENGL 101); and (5) the problem is not so much succeeding in ENGL 101 but reaching the point of attempting the class-getting there is the bigger problem, especially for students placed below ESL 197. This report details success rates in specific ESL and English courses, and discusses implications for student success in the future. Contains numerous charts and statistics. (Author/EMH)

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ED 466 844

English as a Second Language Report Two – ESL Cohort Analysis

Stephen C. Maack

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Memorandum

Date: February 1, 2002

To: Rod Sciborski, Coordinator ESL Credit Programs
Lynette Nyaggah

Cc: Gail Chabran, Coordinator, ESL Non-Credit Programs,
and Dean of Communications and Languages

Stephen C. Maack

From: Stephen C. Maack
Director, Institutional Research

RE: English as a Second Language Report Two – ESL Cohort Analysis

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Introduction. The research and analysis for this report were prepared at the request of Rio Hondo College, English as a Second Language (ESL) faculty for their self-study related to the 2001/2002 ESL program review. It is the second of two reports prepared for the program review. This report follows cohorts of fall term students who completed the English/ESL assessment test under the ESL scoring rubric between Fall 1996 and Spring 2001, and considers the relationships of assessment testing, enrollment and course success. The other report concerns ESL enrollment information for any students enrolled in at least one ESL course during the five-year period from fall 1996 through spring 2001.

Executive Summary.

- The methodology used for this study defined fall student cohorts who a) took the Rio Hondo ENGL/ESL basic assessment/placement test during the Fall 1996 to Fall 2001 time period and had it scored under the ESL rubric, and b) had their "highest" ESL/ENGL assessed placement determined by the results of that test and other multiple-methods applied to their cases. All students who fit these criteria were placed in a year and term cohort based on the earliest year and term to which their first ENGL/ESL assessment and placement test was applicable.

- Students in the five cohorts from Fall 1996 to Fall 2000 were matched with a) actual ESL and ENGL (through ENGL 101) courses, and b) enrollment in any courses at Rio Hondo College between Fall 1996 and Summer 2001.

- The proportion of potential Rio Hondo ESL students assessed into lower level ESL courses increased, and the proportion assessed into higher-level ESL courses decreased during five of the last six fall term placement cycles (see Chart 1).

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- Assessed ESL placements in Fall 2001 and Fall 2000 varied from the Fall 1996 to Fall 1999 placement trends. The variation may be due to a change in procedure for use of the ESL rubric (as opposed to the ENGL rubric) to score the common ENGL/ESL assessment test.

- The changed procedure also might be the cause of a doubling in the last two years in the number of students assessed for placement using the ESL rubric. That increase however, might indicate a greater potential need for ESL instruction.

- Of those who took the initial English/ESL placement test at Rio Hondo College applicable for falls between 1996 and 2000, 53 percent to 59 percent had enrolled in at least one ESL or English course at the College by Summer 2001. Stable results for each cohort indicated that just under half of those assessed at Rio Hondo never actually enrolled in any ESL or ENGL courses at the College.

- Eleven up to 17 percent of ESL assessed students enrolled at Rio Hondo in at least one course, but had never taken any ESL or ENGL course at the College. Between 29 and 31 percent of the students tested for fall ESL or English placement had never taken any courses of any sort at Rio Hondo College by Summer 2001.

- Except for the Fall 2000 assessment test cohort, statistical testing **failed to confirm** the hypothesis that students who placed into lower level ESL courses would be less likely to attend Rio Hondo at all, or to take ESL courses here. However, since Fall 1999 between 86 and 91 percent of students assessed into ESL 198 attended Rio Hondo and 81 to 87 percent have enrolled in at least one ESL or ENGL course here.

- Three-quarters or more of the Rio Hondo students who assess under the ESL rubric and then take at least one ESL or ENGL course, do so that term (or in the summer before that term). The proportion of students taking ESL or ENGL in "the same term" increased to the 80 to 83 percent range beginning in Fall 1998.

- The sub-groups with the highest percentages of prompt ESL/ENGL course taking since Fall 1998 have been those who tested into ESL 036 or ESL 037.

- Over the last five years, 59 to 69 percent of the students assessed under the ESL rubric who did enroll at Rio Hondo in ESL or ENGL courses, enrolled in the courses in which the assessment test results placed them.

- This study did not attempt to analyze the impact of multiple-methods placement and challenges to ESL placement levels in relation to actual ESL/ENGL course-taking behavior.

- The general direction for more recent cohorts is greater success in the first ESL or ENGL course than was previously the case. Overall success rates in the first credit/no-credit or graded ESL or ENGL courses that the students took were 62 percent for Fall 1996, 60 percent for Fall 1997, 73 percent for Fall 1998, 71 percent for Fall 1999, and 79 percent for Fall 2000 cohorts.

- **Student success in the first ESL or ENGL course taken correlated with ESL course placement for only two of the five fall test cohorts analyzed (Fall 1997 and Fall 1998).** That is, in only two cohort years were students statistically more likely to succeed (with a grade of CR, A, B, or C) than to not succeed (receive a grade of NC, D, F, or W) if they took the ESL (or ENGL) course recommended by the assessment test, instead of some other ESL or ENGL course.

- For the Fall 1997 cohort, placement into ESL 037 and taking that course first correlated moderately with greater success than taking any other ESL or ENGL course (Pearson Chi-Square = 4.477, df = 1, p = .034, Phi = -.262, p = .034). For the Fall 1998 cohort, placement into and taking ESL 036 correlated strongly with greater success than taking any other ESL or ENGL course (Pearson Chi-Square = 8.801, df = 1, p = .003, 25 % of cells with expected counts less than 5, Phi = -.551, p = .003). **For any other course placements, taking the courses in which students were placed did not correlate significantly with greater first course success.**

- The current analysis was not an attempt to validate the ENGL/ESL test. The research methodology does not necessarily meet Chancellor's Office test validation requirements, did not investigate multiple-methods placement, and did not thoroughly investigate whether any changes in the process of testing related to changes in correlations of placement with first course success. Given that the ENGL/ESL placement test is a validated assessment test, this finding is a matter of concern that deserves further discussion and that may need further research.

- Many students may be attempting too few ESL courses to reach ENGL 101 level. The overall average numbers of ESL and ENGL courses were 2.69 for the Fall 1996 and the Fall 1997 cohorts, 2.48 for the Fall 1998 cohort, 2.35 for the Fall 1999 cohort, and 1.63 for the Fall 2000 cohort. This confirms a finding from ESL Report One.

- Large proportions (75 percent or more) of students assessed into ESL 035 between Fall 1996 and Fall 1999 had only taken one or two courses by Summer 2001. In that same time period, 46 percent to 52 percent of those assessed into ESL 036 had also only taken one or two courses by Summer 2001.

- Students placed into ESL 037 might need to take four courses or more to succeed in ENGL 101, but averaged 2.77 courses for the Fall 1996 cohort, 3.13 for the Fall 1997 cohort, 2.46 for Fall 1998, and 2.70 for the Fall 1999 cohort. Between 36 percent and 50 percent of those placed into ESL 037 had only attempted two ESL (or ENGL) courses by Summer 2001, and for most cohorts the level was 50 percent.

- The average numbers of attempts for students placed in ESL 197 were: 2.40 for the Fall 1996 cohort, 2.31 for the Fall 1997 cohort, 2.76 for the Fall 1998 cohort, and 1.88 for the Fall 1999 cohort. Depending on the starting cohort test year, 48 percent to 75 percent of the students whose initial placement was ESL 197 had only taken one or two ESL or ENGL courses by Summer 2001.

- Students placed into ESL 198 would need to take only a minimum of two courses (ESL 198 and ENGL 101) to satisfy transfer level English requirements, if they succeeded in each course. Students placed in ESL 198 averaged 2.25 (Fall 1996), 2.27 (Fall 1997), 2.44 (Fall 1998) and 2.12 (Fall 1999) course attempts by Summer

2001. These students were attempting enough courses, on average, to reach ENGL 101 level. Not all were apparently succeeding first time out in passing courses.

- Between 33 and 36 percent of the Fall 1996, 1997, and 1998 cohort students who took any ESL or ENGL classes had attempted ENGL 101 by Summer 101. Between 77 percent and 86 percent of those who attempted ENGL 101 succeeded in it.

- For the Fall 1996, Fall 1997, and Fall 1998 cohorts, the higher the original placement of ESL students, the more likely that greater proportions would attempt ENGL 101.

- Generally speaking, no students in a cohort who are placed in ESL 035 attempt ENGL 101, while 16 to 17 percent of those placed in ESL 036, 28 to 38 percent of those placed in ESL 037, 38 to 67 percent of those placed in ESL 197, and 63 to 88 percent of those placed in ESL 198 attempt ENGL 101 within three to five years.

- While the proportion placed into ESL 036, who eventually attempted ENGL 101 over three to five years, was rather stable, those placed into higher levels showed more variation across cohorts. The reasons for these variations are not clear from the data.

- The statistical significance of the following variations has not been verified (because of small numbers of people reaching ENGL 101 levels), but broadly speaking: students who place into ESL 036 or in ESL 037 and reach ENGL 101 have similar success rates; while those who place into ESL 197 or ESL 198 have somewhat greater success rates in ENGL 101.

- As also suggested in ESL Report One, the problem is not so much succeeding in ENGL 101, but reaching the point of attempting ENGL 101. Getting there is the bigger problem – especially for students placed below ESL 197.

Testing, Assessment and Placement Considerations. In order to look at ESL testing, assessment, and placement more fully than was possible in the first ESL research report, the Institutional Research office did a cohort analysis. There were five Fall cohorts (plus a sixth from Fall 2001), and five Spring cohorts in the full analysis, but for the sake of brevity only the Fall cohort analysis is reported out here. The Spring cohort analysis results were similar, but with some differences that could be attributed to the overall difference between fall and spring terms (e.g., fewer new students enter in the spring).

Each of the Fall cohorts consisted of students who had taken an incoming ENGL/ESL assessment test that was recorded in the computerized student record system as applicable to placement in any of the fall terms between Fall 1996 and Fall 2000. Each cohort only included students whose assessment test scoring had been done using the English as a Second Language (ESL) rubric (rather than the native-English speaker rubric). Students usually self-select via a check-off item on the test whether they want to be scored as though native speakers (ENGL rubric), or as English as a Second Language students (ESL rubric). Faculty scoring the assessment tests under the native English speaker rubric sometimes determine by the context of responses that a student is in fact not a native speaker of English, and in those cases may request that the assessment test be re-scored under the ESL rubric. The computerized records reflect the final scoring rubric used for an ENGL/ESL course placement recommendation.

The ENGL/ESL assessment test in use has been validated and, as will be seen, correlates well with actual first course taken. Under Title V, however, multiple methods must be used for assessment and placement. Another assessment and placement method in use at Rio Hondo College is review of English grades. Students are allowed to test multiple times, even in one term, under both the ESL and the ENGL rubrics and may be placed at the highest level indicated by their best test scores. As mentioned above, while reviewing test results, different faculty may also score the same students under both the ENGL and the ESL rubrics (the test is the same, but ESL and English faculty look for different things in the test), and place the student after discussing the results. For the purposes of this study, students were assigned the highest assessed level applicable to the earliest term in which they took the ENGL/ESL assessment test. Students are allowed to challenge ESL courses even if they have not tested into them, after an interview with an ESL faculty member.

Eight other factors are relevant in this complex multiple-methods testing, assessment, and ESL placement process. First, the results of ENGL/ESL testing may indicate that non-credit ESL (ESL 035) would be the best placement for a student, but students may also take non-credit ESL (ESL 035) without going through the testing/assessment process at all. Except for one section per term, non-credit ESL is mostly offered at off-campus sites and is intended for anyone desiring to improve their English skills for any reasons, including such matters as receiving United States citizenship. This means that a student may take non-credit ESL before assessment, then be assessed and placed in for-credit ESL classes. In fact, in 47 known cases during the five-year period students actually simultaneously signed up in the same term for non-credit and for-credit ESL courses. (In those 47 cases of simultaneous enrollment the non-credit ESL courses were ignored for the purposes of this research). This makes tracking and counting of ESL course sequences difficult, since in some cases one of the assessed courses in the sequence is non-credit ESL. In other cases, however, non-credit ESL would be considered a course "below" the assessed placement level deemed most appropriate for the student (but the student might choose to start there anyway).

Second, there is no time limit on the applicability of a test scored using the ESL rubric. A student may test and then delay taking an ESL or ENGL course for a term or for years, and then still start at the level indicated by the original test. Some students, however, repeat the basic ENGL/ESL assessment test again after several years, and have it scored again, in an effort to obtain a "higher" placement level in their first for-credit ESL/ENGL course.

Third, ESL assessment tests taken during the summer are recorded in the computer system as applicable to the following Fall term, even though the student may start ESL instruction in the summer (based on the assessment results). As a result, in some cases computer records appear to indicate that a student has started credit ESL in a term before being tested and placed, when in fact the student may have taken the assessment, been placed, and simply be starting in the summer rather than in the immediately following fall.

Fourth, summer ESL course taking reportedly can proceed without any assessment, which complicates comparing first ESL course taken with assessment results. This means that a student might take an ESL course over the summer before taking the assessment test in the fall (which could lead to a different placement recommendation).

Fifth, progression through different levels of ESL and ENGL courses after the first one is based on the results of success in the previous course as well as the results of a "common final" (one for ESL students and one for ENGL students) in each course. Students may also challenge a placement by attempting the common final before enrolling in the course, so

sometimes even the first placement is based on the results of multiple placement tests taken in one term that include one (or more) common finals. A student never is sent back to a course "below" the one in which he or she has just been enrolled, based on either "common final" or grade results, but may be counseled to repeat the same course. Conversely, with appropriate "common final" results, a student may be counseled to skip a course in the ESL or ENGL sequence and try one higher. While there is a "typical" sequence and number of courses from placement level to ENGL 101, the actual number and sequence of ESL and ENGL courses may vary.

Sixth, students may switch back and forth between basic skills English and basic skills ESL courses as a result of testing, assessment, or student challenge. It was deemed too difficult and time consuming in this research to evaluate all different course-taking patterns that can result, so only identification and counting of ESL/ENGL courses taken is attempted here. Furthermore, progression among ESL courses is not statistically tested nor evaluated. The relative attempt and success rates of cohorts of ESL placed students in ENGL 101 is, however, calculated.

Seventh, students may test for ESL or ENGL placement, enroll at Rio Hondo College, but never take an ESL or ENGL course at the College. Finally, students may test for ESL/ENGL placement, and then never even enroll at Rio Hondo College in any courses. ESL faculty members refer to the latter practice as "shopping around" for a community college or college at which to take English language classes. If a student doesn't like his or her test results or placement in ESL at Rio Hondo, he or she may simply try elsewhere.

Operational Methodology for Determining Assessed ESL Student Cohorts. All of the factors mentioned above complicated the computing and analysis done for this research and demanded a careful operational methodology for determining who was to be included in each cohort. The operational methodology for the purposes of this study proceeded as follows. First, determine the "best" ESL or ENGL placement applicable to a term based on all placement tests attempted and coded as applicable for that term. Second, choose those students whose "best" placement test results came from a "test 6" (i.e., the ESL rubric applied to the basic, new student ENGL/ESL assessment test). Note that students placed in ESL courses after being assessed using the English as a native language rubric first may have been eliminated from the research population because of the way that the ENGL/ESL assessment test was coded in the computer. Note also that students whose "best" assessed placement was based on the results of a "common final" will also be eliminated from the cohort, even if the ESL or ENGL course that they took was somehow actually the first one they had ever taken at Rio Hondo. Finally, select the EARLIEST "test 6" placement if the test was taken in multiple terms. At the risk of underestimating "appropriate" placement levels at the point that some multiple-testing students do actually take their first Rio Hondo ESL or ENGL course, this methodology avoids or minimizes counting students as having taken a credit/no-credit or graded ESL or ENGL course several terms before testing.

The methodology, then, attempts to define student cohorts who a) took the Rio Hondo ENGL/ESL basic assessment/placement test during the Fall 1996 to Spring 2001 time period and had it scored under the ESL rubric, and b) had their "highest" ESL/ENGL assessed placement determined by the results of that test (among the multiple-methods applied to their cases). All students who fit these criteria were placed in a year and term cohort based on the earliest year and term to which their first ENGL/ESL assessment and placement test was applicable.

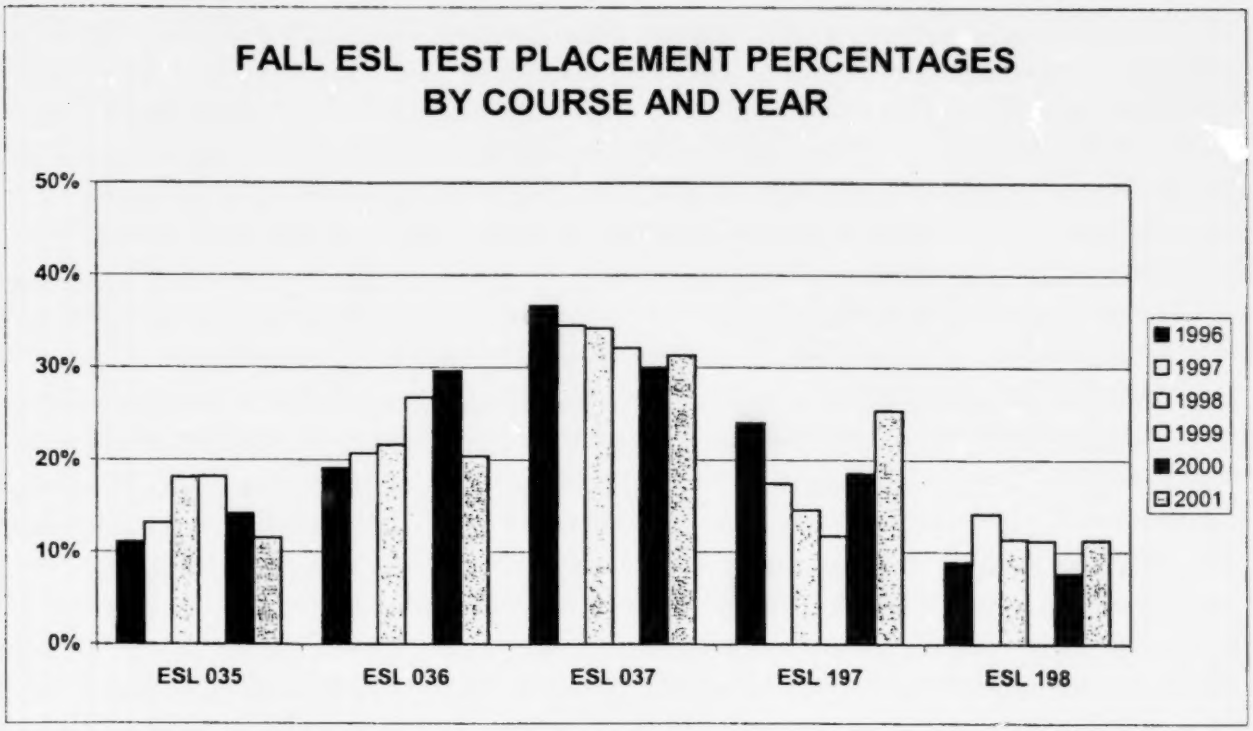
Applying this methodology yielded six Fall term cohorts (and also five Spring term cohorts that are not analyzed in this report). It allowed one to consider actual course enrollments for five of those Fall cohorts: over 15 possible terms (Fall, Spring and Summer terms from Fall 1996 though Summer 2001), for students assessed for Fall 1996 placement; 12 to 13 possible terms for those assessed for Fall 1997 placement; 9 to 10 possible terms for those assessed for Fall 1998 placement; 6 to 7 possible terms for those assessed for Fall 1999 placement; and 3 to 4 possible terms for those assessed for Fall 2000 placement. (The variation in terms is necessary to account for those students who took their first courses in the summer term before the fall term assigned in the computer as that for which the placement test was applicable). It also allowed one to compare original tested course placement to actual ESL/ENGL course taking behavior, and to evaluate delays in attempting first ESL/ENGL courses. Combining the test cohorts with another data file allowed a determination as to whether ESL assessed students a) attended Rio Hondo at all, and b) took ESL or ENGL courses here if they attended the College.

Assessment Test Placements. In ESL Report One, evidence from course enrollments suggested that there has been an increase in the proportion of students needing lower level basic skills English as a Second Language instruction. Because of the methodology and data analyzed for that report, however, it was not possible to rule out other possible explanations of actual course taking patterns.

As shown in Chart 1, there has in fact been an increase in the proportion of potential students assessed into the lower level ESL courses, and a decrease in the proportion assessed into higher-level ESL courses during five of the last six fall term placement cycles. The proportion placed according to the assessment test into non-credit ESL 035 class rose steadily from 11 percent to 18 percent by Fall 1999, before dropping back to 14 percent in Fall 2000 and 12 percent in Fall 2001. The proportion placed into the lowest level credit/no-credit course, ESL 036, rose steadily from 19 percent to 30 percent before dropping back to 20 percent in Fall 2001. On the other hand, percentages placed into ESL 037 declined steadily from 37 percent to 30 percent, ending at 31 percent in Fall 2001. Between Fall 1996 and Fall 1999 the percentage of students testing into ESL 197 halved from 24 percent to 12 percent, before rebounding the last two years to 19 percent and 25 percent. The proportion of students testing into ESL 198 has declined steadily beginning in Fall 1997 (from 14 percent to 8 percent – the lowest level in five years), ending at 11 percent in Fall 2001. The lone students placed into ENGL 101 using the ESL rubric did so in Fall 1996.

It appears, then, that greater proportions of students with lower assessed levels of English capability at the outset were tested at Rio Hondo College between Fall 1996 and Fall 2000. The assessed placement of students in Fall 2001 deviates from that trend. In discussion with the author, ESL faculty indicated that there was a deliberate, more careful attempt this last fall to cull through the combined English/ESL assessment tests and better identify students who should have their placements determined under the ESL rubric for scoring, rather than the English rubric. The students chosen for scoring under the ESL rubric instead of the English rubric for the common test would in earlier years likely been scored as though native English speakers (since they had chosen to not self-identify themselves as non-native speakers of English). The rise in percentages of students placed into ESL 197 and ESL 198 during Fall 2001 could be due to the change in procedure rather than to a change in the general English capabilities of the community of potential ESL students being assessed. That is, the new procedures may pick up a greater proportion of prospective ESL students who are more capable in English at the outset and who were simply eliminated from the pool earlier.

CHART 1
RIO HONDO COLLEGE
FALL ESL TEST PLACEMENTS
1996 TO 2001



	1996		1997		1998		1999		2000		2001	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ESL 035	36	11%	40	13%	46	18%	34	18%	42	14%	47	12%
ESL 036	62	19%	63	21%	55	22%	50	27%	88	30%	83	20%
ESL 037	119	37%	105	35%	87	34%	60	32%	89	30%	127	31%
ESL 197	78	24%	53	17%	37	15%	22	12%	55	19%	103	25%
ESL 198	29	9%	43	14%	29	11%	21	11%	23	8%	46	11%
ENGL 101	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL	**325**	100%	**304**	100%	**254**	100%	**187**	100%	**297**	100%	**406**	100%

Volume of Students Tested. The volume of students assessed using the ESL rubric declined steadily from 325 tested in Fall 1996 to 187 in Fall 199, before doubling over a two-year period to 297 in Fall 2000 and 406 in Fall 2001. While the increase in volume of those whose assessment tests were scored using the ESL rubric might indicate a greater potential need among prospective Rio Hondo students for ESL instruction, it might also simply reflect the change in procedures for reading and scoring the English/ESL assessment test.

Testing Versus Taking ESL or ENGL Courses at Rio Hondo. ESL Report One noted that about 10 percent of the students taking ESL courses during the five-year research period had not tested during that period. It was not possible using that data and methodology to precisely determine the reasons for this observation. By looking at the cohorts identified for this report, one is able to more closely examine relationships of assessment test taking and ESL or English (ENGL) course taking at Rio Hondo College.

Chart Two indicates that of those who took the initial English/ESL placement test at Rio Hondo College applicable for falls between 1996 and 2000, 53 percent to 59 percent had enrolled in at least one ESL or English course at the College by Summer 2001. The ESL and ENGL courses that they took are explored later in this report. It is noteworthy, however, that only just over half of those assessed at Rio Hondo are actually enrolling in any ESL or ENGL courses at the College. The percentages are remarkably stable, despite students having tested at different points in time and having different amounts of time during which they might have enrolled. This is not simply a situation where students (especially those tested recently) have just not yet enrolled – rather it is a situation where only 53 to 59 percent are ever likely to enroll (unless something changes), no matter whether one waits one year or five years.

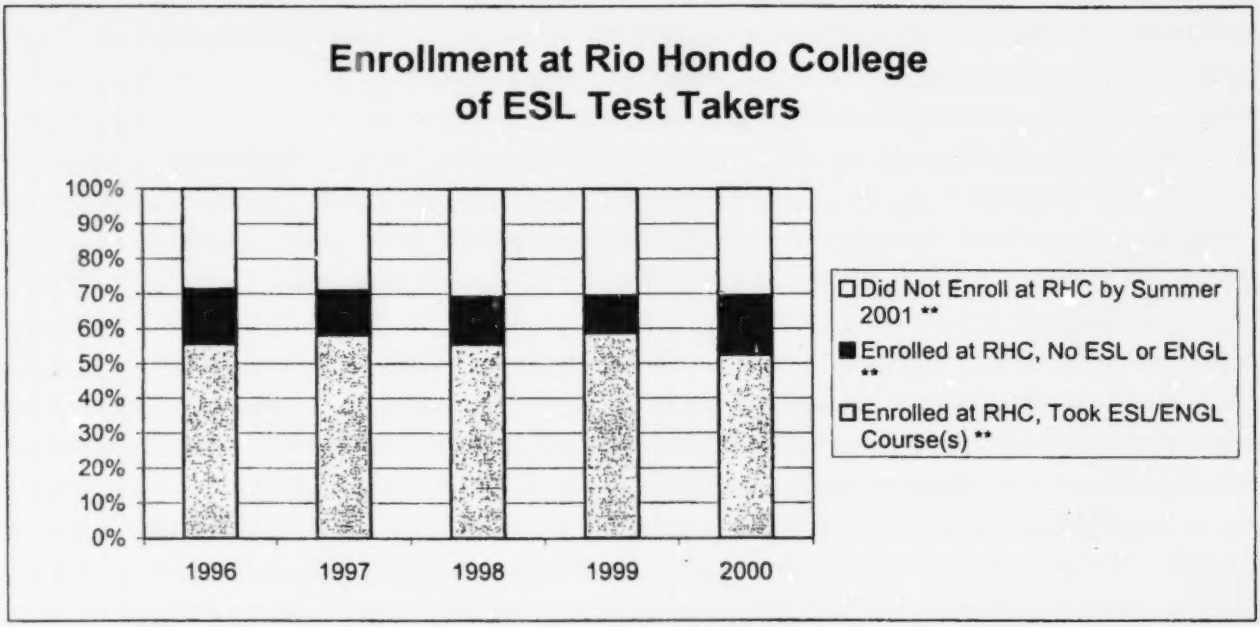
About 11 to 17 percent had enrolled at Rio Hondo in at least one course, but had never taken any ESL or ENGL course at the College. This group may deserve further research of a quantitative or qualitative nature as to why they took the Rio Hondo assessment test for English/ESL placement, but not an ESL or ENGL course. It is not known, for example, whether these students are attempting ESL or ENGL courses elsewhere, or even if taking ESL or ENGL was essential for meeting their reasons for attending Rio Hondo.

Finally, 29 to 31 percent of the students tested for fall ESL placement had never taken any courses of any sort at Rio Hondo College by Summer 2001. This group may also deserve further research of a quantitative or qualitative nature. Some of these students may be those who "shop around" for the community college or college where they feel most comfortable about their English placement. Such students might test at several colleges in the area, and choose the one where they feel that got the "best placement" or which they prefer for other reasons. That speculation, however, cannot be confirmed from the data.

Assessment Test Placement and Enrollment at Rio Hondo. It was possible to test the hypothesis that students who placed into lower level ESL courses would be less likely to attend Rio Hondo or to take ESL courses here. Statistical testing **failed to confirm** this hypothesis for all course placements, except for the Fall 2000 test cohort (for which Pearson Chi-Square = 25.460, df = 8, $p < .001$, Gamma = .291, $p < .001$).

However, examination of Chart 3, which shows the percentage distribution of enrollment at Rio Hondo by assessment test course placement, reveals patterns that may deserve further exploration. First, in Fall 1996 and again in Fall 2000 the proportion of students who actually come to Rio Hondo College and take ESL/ENGL courses was notably lower for those whose tests indicated ESL 035 as an appropriate course. Between Fall 1997 and Fall 1999,

CHART 2
RIO HONDO COLLEGE
FALL ESL TEST TAKING 1996 TO 2000
AND ENROLLMENT IN RIO HONDO ESL/ENGL COURSES
FALL 1996 THROUGH SUMMER 2001



	Fall Assessment Test Cohorts				
	1996	1997	1998	1999	2000
Assessment Tested Using ESL Rubric *	325	304	254	187	297
Enrolled at RHC, Took ESL/ENGL Course(s) **	181	177	141	110	156
Enrolled at RHC, No ESL or ENGL **	51	39	35	20	51
Did Not Enroll at RHC by Summer 2001 **	93	88	78	57	90
	Percent	Percent	Percent	Percent	Percent
Enrolled at RHC, Took ESL/ENGL Course(s) **	56%	58%	56%	59%	53%
Enrolled at RHC, No ESL or ENGL **	16%	13%	14%	11%	17%
Did Not Enroll at RHC by Summer 2001 **	29%	29%	31%	30%	30%

* Counts only those whose initial ENGL/ESL assessment placement tests were scored using the ESL rubric. Only fall term assessment tests are counted.
Excludes students placed in ESL classes after being assessed using the native English speaker rubric.

** Enrollment at Rio Hondo College might have taken place at any point between Fall 1996 and Summer 2001. The methodology captures students who enrolled after taking the initial ESL assessment placement test applicable for the fall term, or in the summer immediately before that fall. Since test takers were matched by student id with a) anyone enrolled in any basic skills or transfer level (through ENGL 101) ESL or ENGL course during the time period, and b) with anyone enrolled for one or more CR/NC or graded unit in any Rio Hondo course offered during the time period, the methodology occasionally identified individuals who took non-credit ESL 035, or occasionally ENGL 030 or ESL 197 before being tested. It was not possible to determine whether the anomalous individuals had been placed using another of the multiple methods for ESL placement or had "slipped through the cracks" before being assessed for placement. Note: it is acceptable to take non-credit ESL 035 without being tested at all, and some students may have legitimately tried that course before being assessed for ESL placement purposes. The numbers of anomalous cases involved are small and are detailed in footnotes to other spreadsheets with this report.

CHART 3
RIO HONDO COLLEGE
FALL ESL TEST TAKING 1996 TO 2000
AND ENROLLMENT IN RIO HONDO ESL/ENGL COURSES
BY ASSESSMENT TEST COURSE PLACEMENT
FALL 1996 THROUGH SUMMER 2001

		Percentages of Fall Assessment Test Cohorts				
Tested into	Enrollment Between Fall 1996 and Summer 2001	1996	1997	1998	1999	2000
ESL 035	Enrolled at RHC, Took ESL/ENGL Course(s)	36%	43%	50%	47%	33%
	Enrolled at RHC, No ESL or ENGL	17%	20%	15%	12%	19%
	Did Not Enroll at RHC by Summer 2001	47%	38%	35%	41%	48%
ESL 036	Enrolled at RHC, Took ESL/ENGL Course(s)	57%	48%	56%	62%	46%
	Enrolled at RHC, No ESL or ENGL	15%	16%	13%	4%	16%
	Did Not Enroll at RHC by Summer 2001	29%	37%	31%	34%	39%
ESL 037	Enrolled at RHC, Took ESL/ENGL Course(s)	60%	65%	55%	50%	61%
	Enrolled at RHC, No ESL or ENGL	13%	12%	10%	18%	18%
	Did Not Enroll at RHC by Summer 2001	28%	23%	35%	32%	21%
ESL 197	Enrolled at RHC, Took ESL/ENGL Course(s)	58%	60%	57%	73%	51%
	Enrolled at RHC, No ESL or ENGL	17%	8%	24%	9%	22%
	Did Not Enroll at RHC by Summer 2001	26%	32%	19%	18%	27%
ESL 198	Enrolled at RHC, Took ESL/ENGL Course(s)	55%	70%	62%	81%	87%
	Enrolled at RHC, No ESL or ENGL	28%	9%	10%	5%	4%
	Did Not Enroll at RHC by Summer 2001	17%	21%	28%	14%	9%
ENGL 101	Enrolled at RHC, Took ESL/ENGL Course(s)	100%				

however, the percentages were lower but not that much lower than for other placements. Did something different happen in those years in how the assessment/placement/enrollment process took place?

Second, those placed into ESL 198 have generally been more willing to enroll at Rio Hondo in ESL or English courses. This is the highest ESL course placement. Since Fall 1999 between 86 and 91 percent of students so assessed chose to attend Rio Hondo and 81 to 87 percent have enrolled in at least one ESL or ENGL course here. Would further qualitative research reveal information from this sub-group that might be applicable to enrollments of the other placement sub-groups?

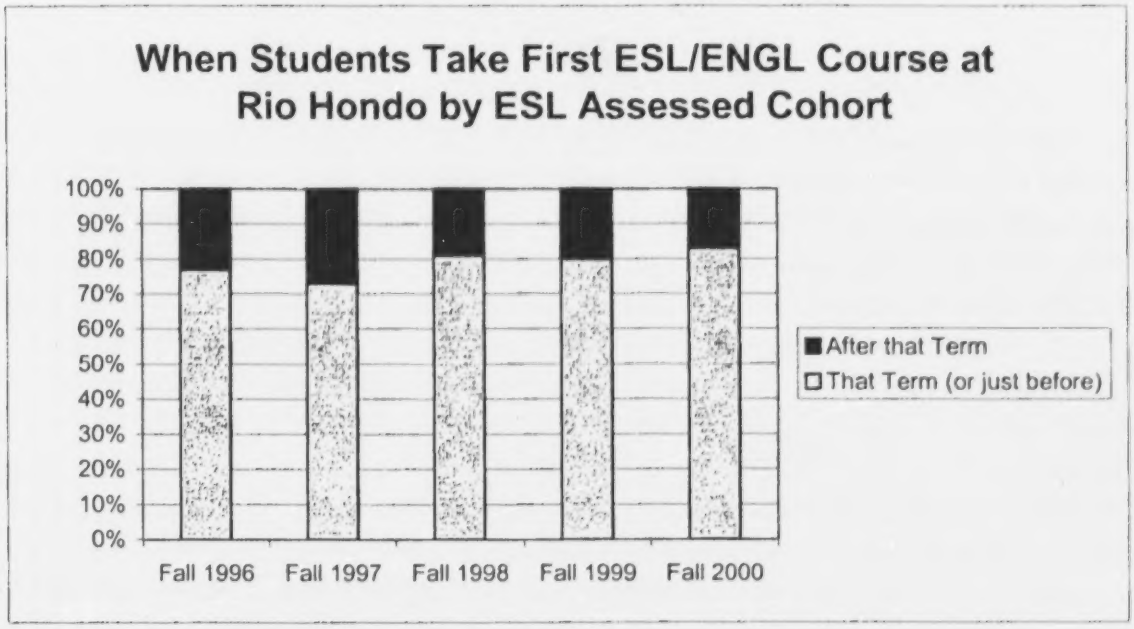
When Assessed Students Took Their First ESL/ENGL Courses. In ESL Report One some time confounds made interpretation of certain results problematic. One of these concerned the fact that the analysis looked at students enrolled during a five-year period. The closer one got to the present (or to the Summer 2001 end of the study period), the less time a student had in which he or she might have even attempted ESL or English courses. Students also might be delaying taking ESL or ENGL courses, even if they had taken the assessment test at Rio Hondo during the five-year period. Using a cohort analysis and looking just at those in the cohort who have actually taken ESL or ENGL courses at Rio Hondo lets one determine when students first took some ESL or ENGL course in relation to when they took the assessment test scored under the ESL rubric. Did they enroll immediately after testing or wait until later to take ESL and/or ENGL courses?

While it is possible to answer this question in general, the answer is not completely precise because a) some students took ESL or ENGL courses in the summer before the fall term for which their ESL scored assessment test was applicable; b) some students had taken non-credit ESL 035 before taking the assessment test – allowable, since ESL 035 does not require an assessment test; and c) a very few students had somehow managed to take another ESL course before taking the assessment test (an apparent rule violation, but possibly a result of multiple methods placement).

With those caveats in mind, Chart 4 demonstrates that three-quarters or more of the Rio Hondo students who assess under the ESL rubric and then take at least one ESL or ENGL course, do so that term (or in the summer or within the year before that term). Furthermore, the proportion of students taking ESL or ENGL in "the same term" increased to the 80 to 83 percent range beginning in Fall 1998. Since Fall 1998, the sub-groups with the highest percentages of ESL course taking promptness have been those who tested into ESL 036 or ESL 037. This is potentially positive for the College (and the students), since students placed into those courses might have to take more courses in the sequence to reach transfer level ENGL 101 than those placed higher. By starting their ESL (or ENGL) course work immediately after taking their first ESL/ENGL assessment placement test these students are potentially minimizing the overall time it might take them to reach transfer level English.

It is also positive for potential transfer that, since Fall 1998, increasingly greater proportions of students placed into ESL 198 (the highest level ESL course) have taken an ESL or ENGL course right away. The sub-group that was lower in immediate course-taking behavior was the one that tested into ESL 197 (75 to 79 percent of whom nevertheless did take ESL or ENGL courses right away). The ESL 035 placed students, who tested as least capable in English at the outset, fluctuated from cohort to cohort in taking first ESL or ENGL courses.

CHART 4
RIO HONDO COLLEGE
FALL ESL TEST PLACEMENT 1996 TO 2000
AND TIMING OF ENROLLMENT IN RIO HONDO ESL/ENGL COURSES
FALL 1996 THROUGH SUMMER 2001



	Test Cohorts from	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
		Percentages of ESL/ENGL First Courses Taken				
Tested into	Took First ESL/ENGL Course	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Any Course	That Term (or just before)	77%	73%	81%	80%	83%
	After that Term	23%	27%	19%	20%	17%
ESL 035	That Term (or just before)	69%	47%	91%	75%	79%
	After that Term	31%	53%	9%	25%	21%
ESL 036	That Term (or just before)	74%	77%	81%	84%	90%
	After that Term	26%	23%	19%	16%	10%
ESL 037	That Term (or just before)	83%	76%	88%	83%	80%
	After that Term	17%	24%	12%	17%	20%
ESL 197	That Term (or just before)	78%	75%	76%	75%	79%
	After that Term	22%	25%	24%	25%	21%
ESL 198	That Term (or just before)	63%	73%	67%	76%	85%
	After that Term	37%	27%	33%	24%	15%
ENGL 101	That Term (or just before)	100%				

Further details on when students take their first ESL or ENGL courses and their successes in those courses are provided in the detailed charts in the Appendix.

Enrollment in ESL/ENGL Courses Where Placed by Assessment Tests. Cohort analysis allows one to examine whether students who did enroll at Rio Hondo College in ESL or ENGL courses enrolled in the courses in which assessment test results placed them. Chart 5 shows that over the last five years, in 59 to 69 percent of the cases they did so. The highest percentage (69 percent) of enrollment in placed courses occurred for the Fall 2000 assessment cohort. Since we are dealing with assessment test cohorts, and it is possible to test into non-credit ESL 035 as the most appropriate placement, the non-credit ESL course has been included with the credit ESL courses in the statistics.

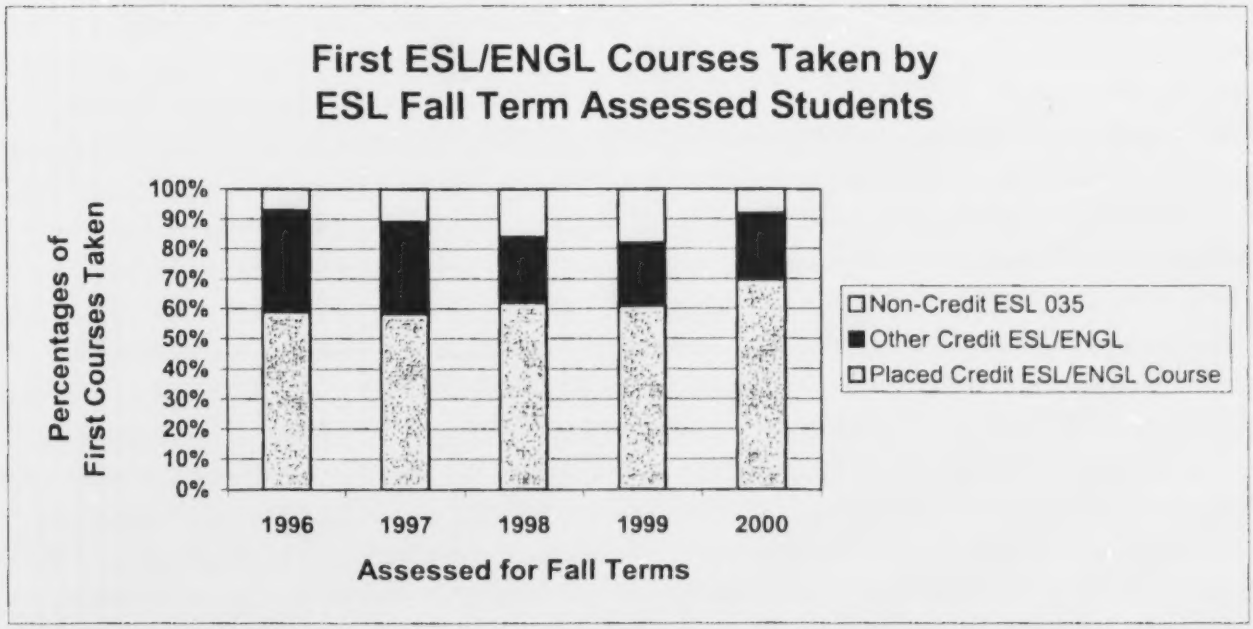
While it has not resulted in statistically significant differences, Chart 5 suggests a shift in assessment placement versus actual course taking patterns may have begun after 1997. Generally, from the Fall 1998 assessment cohort onward in time, higher proportions of assessed students than before have been taking the ESL courses into which they were placed by assessment. Chart 5 also appears to show that, since the Fall 1997 cohort, students placed into ESL 037, ESL 197, or ESL 198 tended to enroll in the ESL course in which they were placed slightly more often than did those placed into ESL 036. Overall, the differences in enrollment in relation to placement were not statistically significant in any year.

According to Title V regulations, placement into courses requires use of multiple methods, and one cannot legally place students solely on the basis of assessment test results. This study did not attempt to determine whether the application of other placement criteria led 20 percent or more of the assessed students who took ESL/ENGL courses to take credit ESL or ENGL courses other than those in which they were placed. Since students may also, by law, challenge courses even if placement pre-requisites are enforced, challenges also may have contributed to some of the course taking behavior that did not match test placement recommendations. The matter of multiple placement methods in ESL placement and course taking patterns might be an area for further research.

Overall Success in First ESL or ENGL Courses. Overall success rates in the first credit/no-credit or graded ESL or ENGL courses that the students took were 62 percent for the Fall 1996, 60 percent for the Fall 1997, 73 percent for the Fall 1998, 71 percent for the Fall 1999, and 79 percent for the Fall 2000 cohorts. The general direction for the more recent cohorts is greater success in the first ESL or ENGL course than previously. Chart 6 shows the success rates for each course. Generally speaking, students who tested into ESL 198 had the most success their first year (whether or not they took ESL 198), while those placed into ESL 197 had varying success in their first courses. Since Fall 1998, the first course success rates of those placed into ESL 037 (whether or not they took that course first) has exceeded that of those placed into ESL 036.

Enrollment in Placed or Other ESL/ENGL Courses and Success. One way to validate placement tests as pre-requisite criteria is to verify that those taking the course in which they are placed by the test are significantly more likely to succeed than those not so placed. This analysis is not intended as a formal placement test validation according to all Chancellor's Office guidelines, or of multiple methods placement. It is legally and pragmatically important to report, however, that **student success in the first course taken correlated with ESL course placement for only two of the five fall test cohorts analyzed.** Excluding those placed into ESL 035, and combining D, F, NC and W grades as "did not succeed," student success correlated positively but weakly with enrollment in the ESL (or ENGL) course in

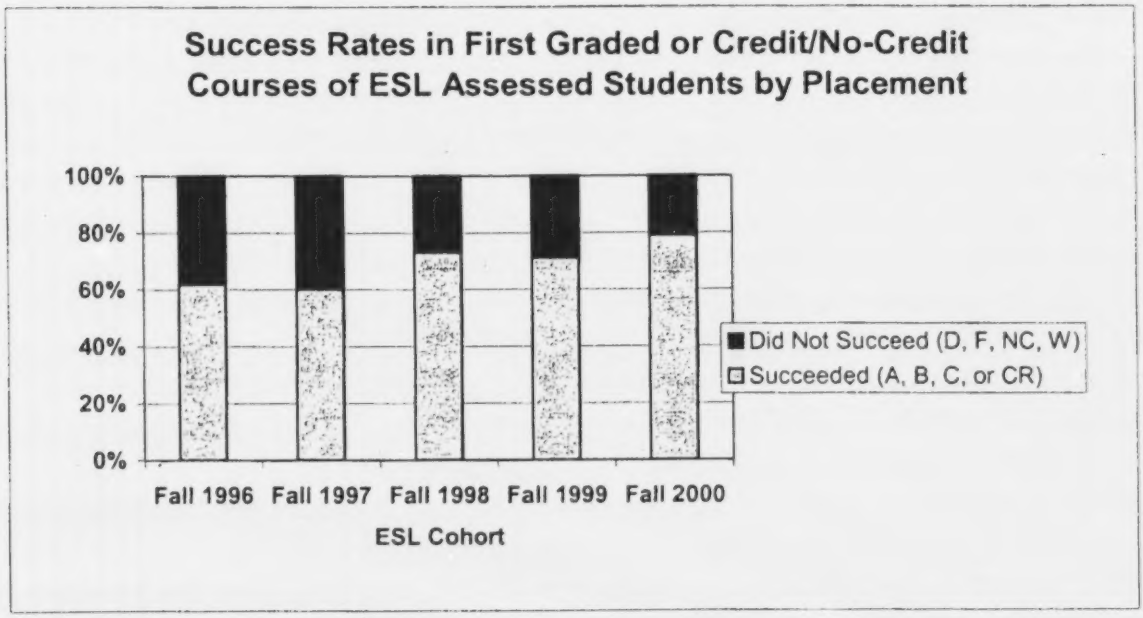
CHART 5
RIO HONDO COLLEGE
FALL ESL TEST PLACEMENT 1996 TO 2000
AND ENROLLMENT IN RIO HONDO ESL/ENGL COURSES
FALL 1996 THROUGH SUMMER 2001



		Percentages of ESL/ENGL First Courses Taken				
Tested into	Enrolled in	1996	1997	1998	1999	2000
Any Course	Placed Credit ESL/ENGL Course	59%	59%	62%	61%	69%
	Other Credit ESL/ENGL	34%	31%	22%	21%	22%
	Non-Credit ESL 035	7%	11%	16%	18%	8%
ESL 035	Non-Credit ESL 035	69%	59%	78%	69%	64%
	Other ESL/ENGL	31%	41%	22%	31%	36%
ESL 036	Placed Credit ESL/ENGL Course	60%	57%	65%	68%	73%
	Other Credit ESL/ENGL	34%	30%	29%	10%	23%
	Non-Credit ESL 035	6%	13%	6%	23%	5%
ESL 037	Placed Credit ESL/ENGL Course	70%	72%	79%	73%	80%
	Other Credit ESL/ENGL	27%	24%	17%	20%	19%
	Non-Credit ESL 035	3%	4%	4%	7%	2%
ESL 197	Placed Credit ESL/ENGL Course	53%	59%	81%	88%	79%
	Other Credit ESL/ENGL	47%	34%	19%	13%	21%
	Non-Credit ESL 035	0%	6%	0%	0%	0%
ESL 198	Placed Credit ESL/ENGL Course	63%	63%	72%	59%	70%
	Other Credit ESL/ENGL	38%	37%	28%	41%	25%
	Non-Credit ESL 035	0%	0%	0%	0%	5%
ENGL 101	Placed Credit ESL/ENGL Course	100%				

Note: Percentages may not add up to 100 percent because of rounding.

CHART 6
RIO HONDO COLLEGE
FALL ESL TEST PLACEMENT 1996 TO 2000
AND SUCCESS IN FIRST RIO HONDO ESL/ENGL COURSES
FALL 1996 THROUGH SUMMER 2001



Tested into	First ESL/ENGL Course Success (Whether in placed course or not) *	Credit/No-Credit, or Graded First Courses -- First Course Success Rates for Test Cohorts of Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Any Course	Succeeded (A, B, C, or CR)	62%	60%	73%	71%	79%
	Did Not Succeed (D, F, NC, W)	38%	40%	27%	29%	21%
ESL 035	Succeeded (A, B, C, or CR) **	25%	71%	20%	60%	40%
	Did Not Succeed (D, F, NC, W) **	75%	29%	80%	40%	60%
ESL 036	Succeeded (A, B, C, or CR)	61%	65%	62%	63%	74%
	Did Not Succeed (D, F, NC, W)	39%	35%	38%	38%	26%
ESL 037	Succeeded (A, B, C, or CR)	59%	60%	80%	75%	75%
	Did Not Succeed (D, F, NC, W)	41%	40%	20%	25%	25%
ESL 197	Succeeded (A, B, C, or CR)	60%	63%	81%	63%	96%
	Did Not Succeed (D, F, NC, W)	40%	37%	19%	38%	4%
ESL 198	Succeeded (A, B, C, or CR)	88%	50%	78%	88%	84%
	Did Not Succeed (D, F, NC, W)	13%	50%	22%	12%	16%
ENGL 101	Succeeded (A, B, C, or CR)	100%				

* Success results according to whether the student took their first ESL/ENGL course where placed or not can be found in the detailed charts immediately following Chart 6. Overall cohort success results in their first ESL/ENGL courses are given here, for those courses that are given CR/NC or regular grades.

** Since ESL 035 is not a credit/no-credit course, the grade results reported here are those of students who took credit/no-credit or graded ESL or ENGL courses as their first courses, instead of ESL 035.

Note: percentages may not add up to 100 because of rounding errors.

which placed for the cohorts assessed under the Fall 1997 test (Pearson Chi-Square = 4.639, df = 1, p = .031, Phi = -.175, p = .031), and the Fall 1998 test (Pearson Chi-Square = 8.475, df = 1, p = .004, Phi = -.273, p = .004), but not for the Fall 1996, or Fall 1999, or Fall 2000 test cohorts.

Looking more closely at the two cohorts for which placement correlated with success in the first course, further analysis revealed that the assessment test placement really only correlated with success for one course placement in any year. For the Fall 1997 cohort, placement into ESL 037 and taking that course first correlated moderately with greater success than taking any other ESL or ENGL course (Pearson Chi-Square = 4.477, df = 1, p = .034, Phi = -.262, p = .034). For the Fall 1998 cohort, placement into and taking ESL 036 correlated strongly with greater success than taking any other ESL or ENGL course (Pearson Chi-Square = 8.801, df = 1, p = .003, one cell (25 %) had an expected count less than 5, Phi = -.551, p = .003). **For any other course placements, taking first the courses in which students were placed did not correlate significantly with success.**

This research did not follow formal Chancellor's Office test validation methods. Before concluding from these results that the ESL placement rubric itself is flawed, several factors would need to be taken into consideration. First, the methodology of this analysis did not require that the first course taken be taken after the assessment/placement test was taken, so small error factors were accepted in the analysis for the purposes of program review. These errors would need to be removed for a formal validation of the ESL placement rubric. Second, faculty would need to consider whether the rubric itself was applied in the same way for each of the five cohorts. The rubric itself might be valid, but if the process set up for scoring under the ESL rubric was not followed precisely, placement results might vary from one fall to the next. Third, the impact of others of the multiple placement methods on actual ESL/ENGL course taking behavior would need to be considered. Finally, an adjustment in the analysis would need to be made for the fact that some students placed into ESL 037, ESL 197, or ESL 198 took courses lower in the sequence (in which they might be expected to be more likely to succeed, if the assessed placement is valid). The major conclusion at this point is that further discussion and investigation concerning the placement test and the process by which it is delivered may be warranted.

Number of Courses Taken. In ESL Report One there was evidence that many students might not be taking enough ESL courses to get through the sequence and on to ENGL 101, the transfer level English course. There were three problems with the analysis: a) it was not clear that the students had started taking courses during the research time period; b) students might have started at different levels in the sequence of ESL courses (but what level they started was not known precisely); and c) the closer one got to the end of the study period (Summer 2001), the fewer courses students might have been able to take. Cohort analysis largely resolves the first two of these problems, since it looks at students who were assessed into ESL or ENGL classes by taking the assessment test during the study time period, and for the most part considers courses taken after the point of the assessment test. The placement level can be used as an indicator of where the students should be starting their sequence.

The evidence from this report is consistent with ESL Report One – many students may be attempting too few ESL courses to reach ENGL 101 level. Chart 7 shows the average number of courses attempted, and the distribution of numbers of attempts by cohort year, and by placement level. The overall average numbers of ESL and ENGL courses were 2.69 for

CHART 7
RIO HONDO COLLEGE
FALL ESL TEST PLACEMENT 1996 TO 2000
AND NUMBER OF COURSES
FALL 1996 THROUGH SUMMER 2001

Cohort	Tested into	Cohort Course Takers	Avg. N of ESL/ENGL Courses	Percentage Who Took Number of Courses * 1 Course	2 Courses	3	4	5	6	7	8	9
Fall 1996	Any Course	181	2.69	32%	23%	19%	11%	6%	6%	3%	< 1%	< 1%
	ESL 035	13	2.62	31%	46%	0%	0%	8%	8%	8%		
	ESL 036	35	3.14	26%	20%	17%	14%	11%	6%	0%	3%	3%
	ESL 037	71	2.77	38%	11%	20%	14%	6%	6%	6%		
	ESL 197	45	2.40	31%	24%	29%	9%	2%	4%			
	ESL 198	16	2.25	19%	63%	6%	6%	0%	6%			
	ENGL 101	1	1.00	100%								
Fall 1997	Any Course	177	2.69	29%	23%	22%	13%	5%	7%	2%		
	ESL 035	17	1.82	65%	12%	12%	6%	0%	6%			
	ESL 036	30	3.00	30%	20%	13%	13%	7%	13%	3%		
	ESL 037	68	3.13	21%	15%	29%	16%	7%	9%	3%		
	ESL 197	32	2.31	38%	28%	13%	13%	6%	3%			
	ESL 198	30	2.27	20%	43%	27%	10%					
Fall 1998	Any Course	141	2.48	30%	26%	22%	14%	6%	1%	0%	1%	
	ESL 035	23	2.22	44%	13%	22%	22%					
	ESL 036	31	2.52	29%	32%	13%	13%	10%	3%			
	ESL 037	48	2.46	35%	15%	27%	17%	4%	2%			
	ESL 197	21	2.76	10%	38%	29%	14%	10%				
	ESL 198	18	2.44	22%	50%	17%	0%	6%	0%	0%	6%	
Fall 1999	Any Course	110	2.35	30%	28%	21%	19%	2%				
	ESL 035	16	1.88	56%	19%	13%	6%	6%				
	ESL 036	31	2.61	26%	23%	19%	29%	3%				
	ESL 037	30	2.70	17%	27%	27%	30%					
	ESL 197	16	1.88	44%	31%	19%	6%					
	ESL 198	17	2.12	24%	47%	24%	6%					
Fall 2000	Any Course	156	1.63	24%	24%	4%	0%					
	ESL 035	14	1.50	64%	21%	14%						
	ESL 036	40	1.70	33%	65%	3%						
	ESL 037	54	1.61	48%	43%	9%						
	ESL 197	28	1.61	43%	54%	4%						
	ESL 198	20	1.65	60%	20%	15%	5%					

* Number of ESL and ENGL courses through ENGL 101 taken between Fall 1996 and Summer 2001, including ESL 035 and ENGL 30. Some students took an ESL or ENGL course in the summer (or earlier) before the fall term for which the assessment was recorded applicable.

the Fall 1996 and the Fall 1997 cohorts, 2.48 for the Fall 1998 cohort, 2.35 for the Fall 1999 cohort, and 1.63 for the Fall 2000 cohort.

Especially noteworthy in Chart 7 are the large proportions (75 percent or more) of students assessed into ESL 035 between Fall 1996 and Fall 1999 that had only taken one or two courses by Summer 2001. In that same time period, between 46 percent and 52 percent of those assessed into ESL 036 had also only taken one or two courses by Summer 2001. Any of these students had enough time to reach ENGL 101, if they took or passed their ESL courses, yet half to three-quarters are not attempting (or not passing) enough courses to reach that level. ESL Report One indicated that students taking ESL 036 during this time period succeeded at rates equivalent to that of students in ESL 198, but Chart 6 indicates that students placed in ESL 036 had success rates in their first courses that resembled those of students placed in ESL 037 more than those of students placed in ESL 197 or ESL 198. The difference is one of perspective and methodology. Using the Report One methodology of looking at course enrollments, one may be picking up students taking ESL 036 more than once (but for the first time in the research period).

Students placed into ESL 037 might need four courses or more to succeed in ENGL 101, but averaged 2.77 for the Fall 1996 cohort, 3.13 for the Fall 1997 cohort, 2.46 for Fall 1998, and 2.70 for the Fall 1999 cohort. Depending on the cohort and the starting year, 36 percent to 50 percent of those placed into ESL 037 had only attempted two ESL (or ENGL) courses by Summer 2001, and for most cohorts the level was 50 percent. ESL Report One indicated that students were weakly but significantly less likely to pass ESL 037. The results from this report support the contention of Report One that ESL 037 may be one of the courses that students find especially difficult to get past and on to higher level ESL and ENGL courses.

ESL 197 was the other course identified in ESL Report One as having lower rates of student success. Those placed into ESL 197 should have an expected minimum of three sequential course attempts (ESL 197, ESL 198, and ENGL 101) in which to succeed at the transfer level. The average numbers of attempts for students placed in ESL 197 were: 2.40 for the Fall 1996 cohort, 2.31 for the Fall 1997 cohort, 2.76 for the Fall 1998 cohort, and 1.88 for the Fall 1999 cohort. Again, depending on the starting cohort test year, 48 percent to 75 percent of the students whose initial placement was ESL 197 had only taken one or two ESL or ENGL courses by Summer 2001. Chart 6 indicated that for any Fall cohort, about 21 percent to 25 percent of the students placed into ESL 197 delay taking their first ESL course. That factor plus the difficulties encountered in succeeding in the course may account for the low number of attempts at ESL or ENGL courses for the Fall 1999 cohort, but the earlier cohorts had ample time to attempt ESL and ENGL courses.

Students placed into ESL 198 need to take only a minimum of two courses (ESL 198 and ENGL 101) to satisfy transfer level English requirements, and Chart 6 indicated that these students generally succeed at high rates in their first attempts at ESL or ENGL courses. Chart 4 indicates that 15 percent to 37 percent of students placed into ESL 198 delayed a term or more before taking their first ESL or ENGL course. Chart 7 indicates that students placed into ESL 198 tried enough times, on average, to reach ENGL 101 – if they succeeded in passing their courses. Average ESL/ENGL course attempts of those placed into ESL 198 were 2.25 (Fall 1996), 2.27 (Fall 1997), 2.44 (Fall 1998) and 2.12 (Fall 1999). The picture suggested is of a placement sub-group that tries enough times, even if not always succeeding in all courses the first time out.

Including the summer before the assessment test was officially applicable, students in the Fall 2000 test cohort had up to four terms in which they might have taken ESL or ENGL courses. The average number of courses taken was 1.63, with students who placed into ESL 037, ESL 197, or ESL 198 all clustering around the mean. Even in the first year, students who tested into ESL 035 took fewer courses, on average (1.50), with 64 percent attempting only one course (cf. 60 percent of ESL 198 students who had attempted only one course through Summer 2001). For this cohort, students placed into ESL 036 had the greatest proportion of attempts at two courses – 65 percent. The analysis did not check whether this first year experience was typical of other cohorts.

Note that the percentages taking one, two, three, four, etc. courses change over time as students have more opportunities to attempt ESL or ENGL, and as some students take advantage of those opportunities. Not explored in this research is whether students who tested under the ESL rubric and take at least one ESL or ENGL course at Rio Hondo are still enrolled at the College in later semesters. If students don't persist at the College they clearly would not be taking ESL or ENGL classes here.

Attempting and Succeeding in ENGL 101. Between 33 and 36 percent of the Fall 1996, 1997, and 1998 cohort students who took any ESL or ENGL classes had attempted ENGL 101 by Summer 101 (see Chart 8). Between 77 percent and 86 percent of those who attempted ENGL 101 succeeded. Because of the number of courses needed for students placed at lower ESL levels to reach ENGL 101, and delays by some students in taking their first ESL courses, the data for those three falls probably provides the best look at the likelihood of students attempting and completing ENGL 101.

Results for the Fall 1999 and Fall 2000 cohorts suggest that those who reach the ENGL 101 level early are liable to be the better students. The Fall 1999 cohort figures indicated 22 percent attempting ENGL 101, and 92 percent overall succeeding in it. The Fall 2000 cohort figures showed only 6 percent (just 10 students) attempting ENGL 101 by Summer 2001, but all succeeding in it.

Statistically significant, moderate to strong results for the Fall 1996, Fall 1997, and Fall 1998 cohorts (see Chart 8 for details) indicated that the higher the original placement of the ESL students, the more likely that greater proportions would attempt ENGL 101. In particular, for most cohorts, no students placed in ESL 035 would reach the point of attempting ENGL 101, while 16 to 17 percent of those placed into ESL 036, 28 to 38 percent of those placed in ESL 037, 38 to 67 percent of those placed in ESL 197, and 63 to 88 percent of those placed in ESL 198 would attempt ENGL 101 within three to five years. Moderate to strong, statistically significant results indicated similar results for the Fall 1999 and Fall 2000 cohorts, but because of low N problems, chi-square analyses failed statistical significance – so one cannot conclude that the distributions themselves were anything other than random.

While the proportion placed into ESL 036 who eventually attempted ENGL 101 over three to five years was rather stable, those placed into higher levels showed more variation across cohorts. The reasons for these variations are not clear from the data.

For the Fall 1996 and Fall 1997 cohorts students placed into ESL 198 had greater success rates in ENGL 101 than those originally placed into any lower level ESL course. Since Fall 1997, students placed into ESL 197 have succeeded at rates equal to or greater than those placed into any other starting ESL course. While lower proportions of students placed into ESL 036 reach ENGL 101 level, for some cohorts the proportion that takes and succeeds in

CHART 8
RIO HONDO COLLEGE
FALL ESL TEST PLACEMENT 1996 TO 2000
AND ENGL 101 ATTEMPTS AND SUCCESS
FALL 1996 THROUGH SUMMER 2001

Tested into	Of Those Who Took at Least One ESL/ENGL Course, ENGL 101 Results by Summer 2001	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Any Course	Percent Students who Attempted ENGL 101	33%	36%	33%	22%	6%
	Percent of ENGL 101 Students Succeeded	78%	86%	77%	92%	100%
ESL 035	Percent Students who Attempted ENGL 101	0%	12%	0%	0%	0%
	Percent of ENGL 101 Students Succeeded		100%			
ESL 036	Percent Students who Attempted ENGL 101	17%	17%	16%	7%	3%
	Percent of ENGL 101 Students Succeeded	50%	80%	80%	50%	100%
ESL 037	Percent Students who Attempted ENGL 101	28%	38%	31%	20%	2%
	Percent of ENGL 101 Students Succeeded	80%	77%	73%	100%	100%
ESL 197	Percent Students who Attempted ENGL 101	40%	38%	67%	38%	7%
	Percent of ENGL 101 Students Succeeded	78%	92%	86%	100%	100%
ESL 198	Percent Students who Attempted ENGL 101	88%	63%	72%	59%	30%
	Percent of ENGL 101 Students Succeeded	86%	95%	69%	90%	100%
ENGL 101	Percent Students who Attempted ENGL 101	100%				
	Percent of ENGL 101 Students Succeeded	100%				

Statistically significant results for Attempting ENGL 101 by assessed starting ESL course placement:

Fall 1996 Cohort, Pearson Chi-Square = 35.867, 25 percent of cells with expected count less than 5, df = 5, $p < .001$
Cramer's V = .445, Gamma = .601, $p < .001$

Fall 1997 Cohort, Pearson Chi-Square = 19.069, no cells with expected count less than 5, df = 4, $p = .001$
Cramer's V = .328, Gamma = .458, $p \leq .001$

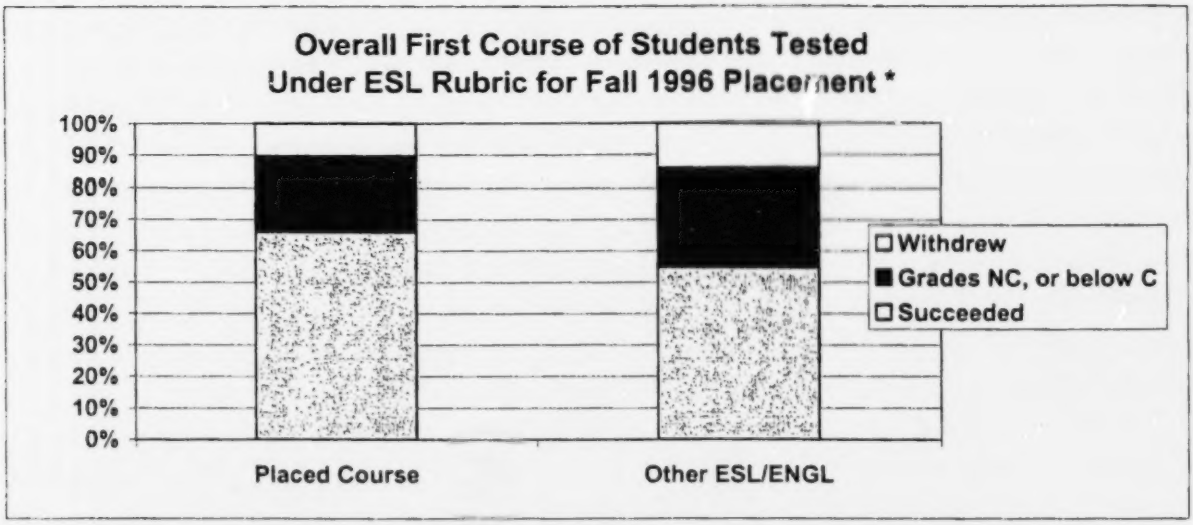
Fall 1998 Cohort, Pearson Chi-Square = 38.473, no cells with expected count less than 5, df = 4, $p < .001$
Cramer's V = .522, Gamma = .738, $p < .001$

Fall 1999 and Fall 2000 statistical tests indicated similar moderate to strong correlations of course placement with attempts at ENGL 101, but the chi-square results were not acceptable because of large numbers of cells with expected counts less than 5. The possibility that the distributions are random cannot be rejected until the total number of students attempting ENGL 101 is larger. Only 10 of the Fall 2000 cohort had tried ENGL 101 by Summer 2001.

ENGL 101 is equivalent to those who started in ESL 037. The statistical significance of these variations has not been checked, but broadly speaking, the distribution pattern suggests that students who place into ESL 036 or in ESL 037 and reach ENGL 101 have similar success rates in that course, while those who place into ESL 197 or ESL 198 generally have somewhat greater success rates in ENGL 101.

As also determined in ESL Report One, the problem is not as much succeeding in ENGL 101, but in reaching the point of attempting ENGL 101. Getting there is the bigger problem – especially for students placed below ESL 197.

ATTACHMENT

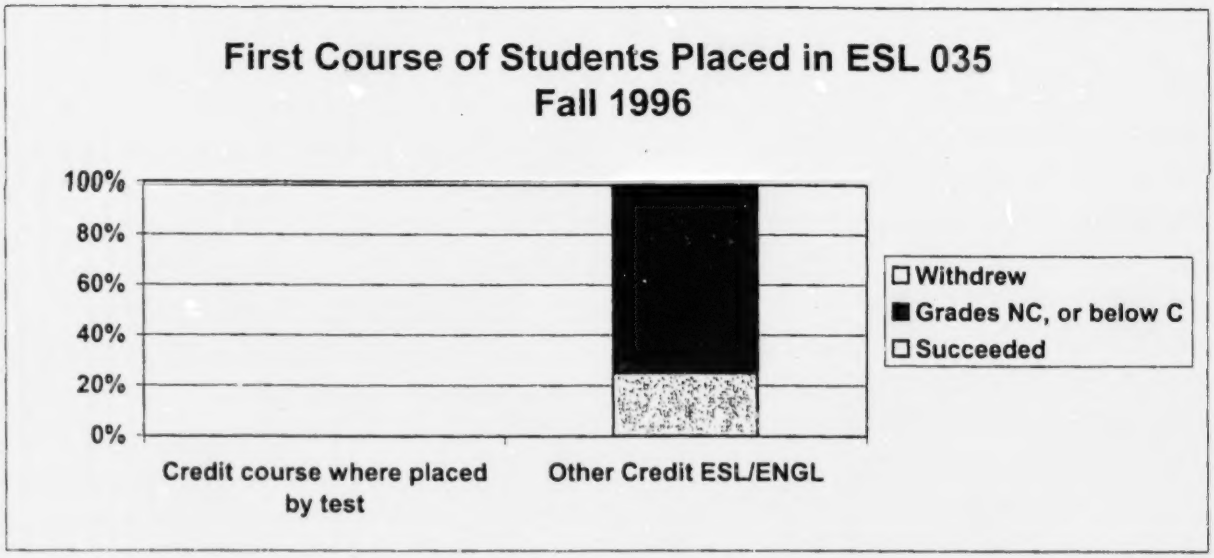


Tested into	Number in Cohort	Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
Any Course	325	Placed Course	70	25	11	106	59%
		Other ESL/ENGL	34	19	9	62	34%
		ESL 035 (Non-Credit ESL)				13	7%
		Tested, came to RHC, no ESL/ENGL				51	
		Tested, Did not Enroll at RHC				93	

Any Course					Percent of Cohort
Placed Course	66%	24%	10%	100%	33%
Other ESL/ENGL	55%	31%	15%	100%	19%
ESL 035 (Non-Credit ESL)					4%
Tested, came to RHC, no ESL/ENGL					16%
Tested, Did not Enroll at RHC					29%

* The results of the assessment test scored using the ESL rubric would be good for ESL or English placement in Fall 1996 or later. Not all students who took ESL courses at Rio Hondo actually took their first course in Fall 1996. In fact, students took their first ESL course up to four years after the term for which the assessment test was first applicable. The actual year and term of the first ESL or English course after the assessment test applicable from Fall 1996 forward was:

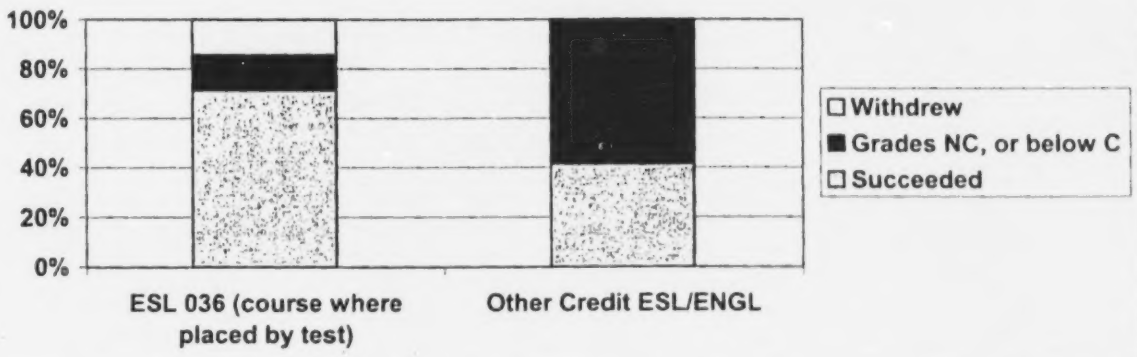
1st Course in	All Courses	Assessed Test Placement in:	ESL 035	ESL 036	ESL 037	ESL 197	ESL 198	ENGL 101
Fall 1996	140		9	26	59	35	10	1
% same term	77%		69%	74%	83%	78%	63%	100%
Spring 1997	22		4	5	5	5	3	
Summer 1997	1						1	
Fall 1997	8			2	2	2	2	
Spring 1998	2			1	1			
Summer 1998	0							
Fall 1998	1				1			
Spring 1999	4				3	1		
Summer 1999	0							
Fall 1999	0							
Spring 2000	1			1				
Summer 2000	0							
Fall 2000	2					2		
Spring 2001	0							
Summer 2001	0							
Course Takers	181		13	35	71	45	16	1



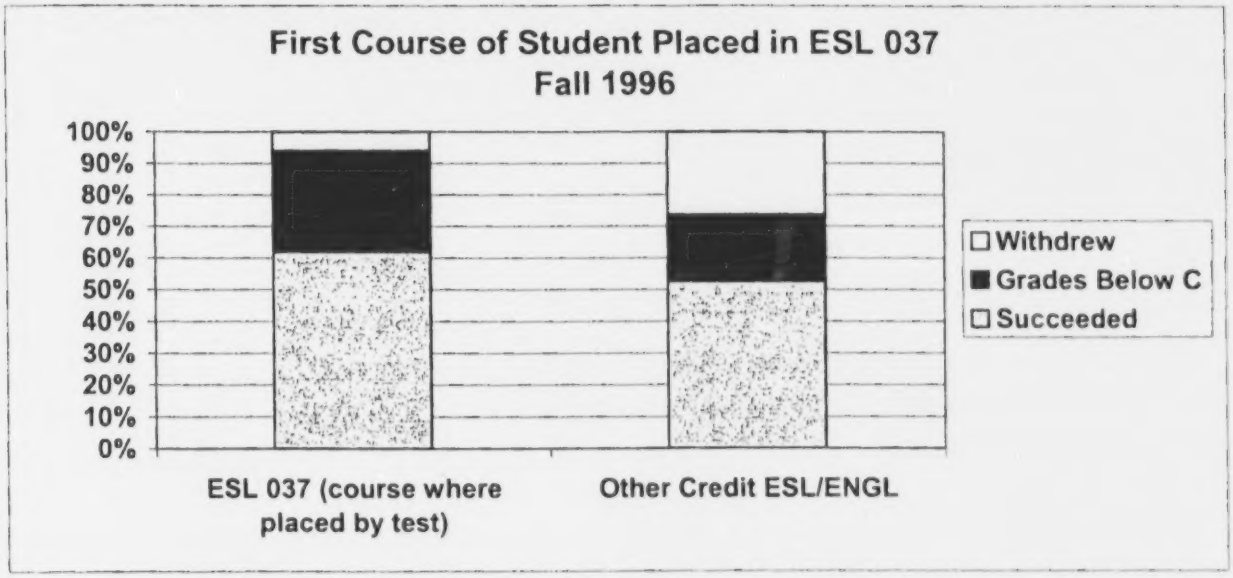
Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 035	36	Credit course where placed by test				0	0%
		Other Credit ESL/ENGL	1	3	0	4	31%
		ESL 035 (Non-Credit ESL)				9	69%
		Tested, came to RHC, no ESL/ENGL				6	
		Tested, Did not Enroll at RHC				17	

							Percent of Cohort
ESL 035		Credit course where placed by test					0%
		Other ESL/ENGL	25%	75%	0%	100%	11%
		ESL 035 (Non-Credit ESL)					25%
		Tested, came to RHC, no ESL/ENGL					17%
		Tested, Did not Enroll at RHC					47%

First Course of Students Placed in ESL 036
Fall 1996

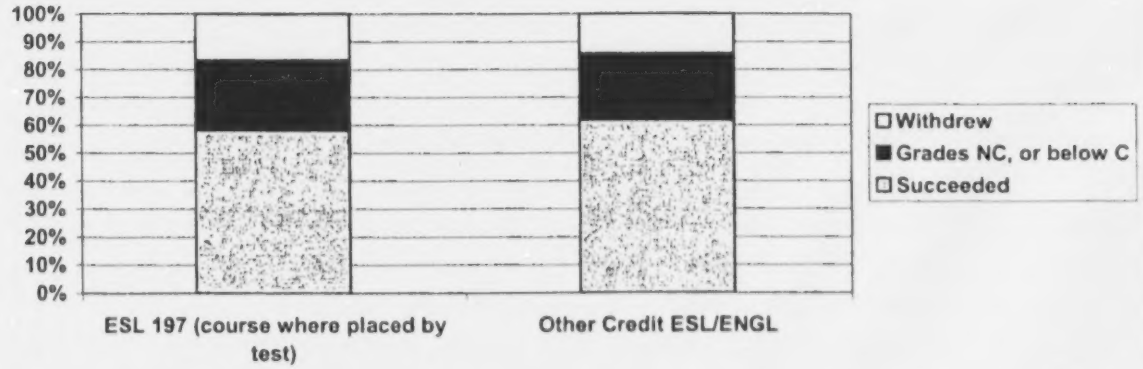


Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 036	62	ESL 036 (course where placed by test)	15	3	3	21	60%
		Other Credit ESL/ENGL	5	7	0	12	34%
		ESL 035 (Non-Credit ESL)				2	6%
		Tested, came to RHC, no ESL/ENGL				9	
		Tested, Did not Enroll at RHC				18	
							Percent of Cohort
ESL 036		ESL 036 (course where placed by test)	71%	14%	14%	100%	34%
		Other Credit ESL/ENGL	42%	58%	0%	100%	19%
		ESL 035 (Non-Credit ESL)					3%
		Tested, came to RHC, no ESL/ENGL					15%
		Tested, Did not Enroll at RHC					29%

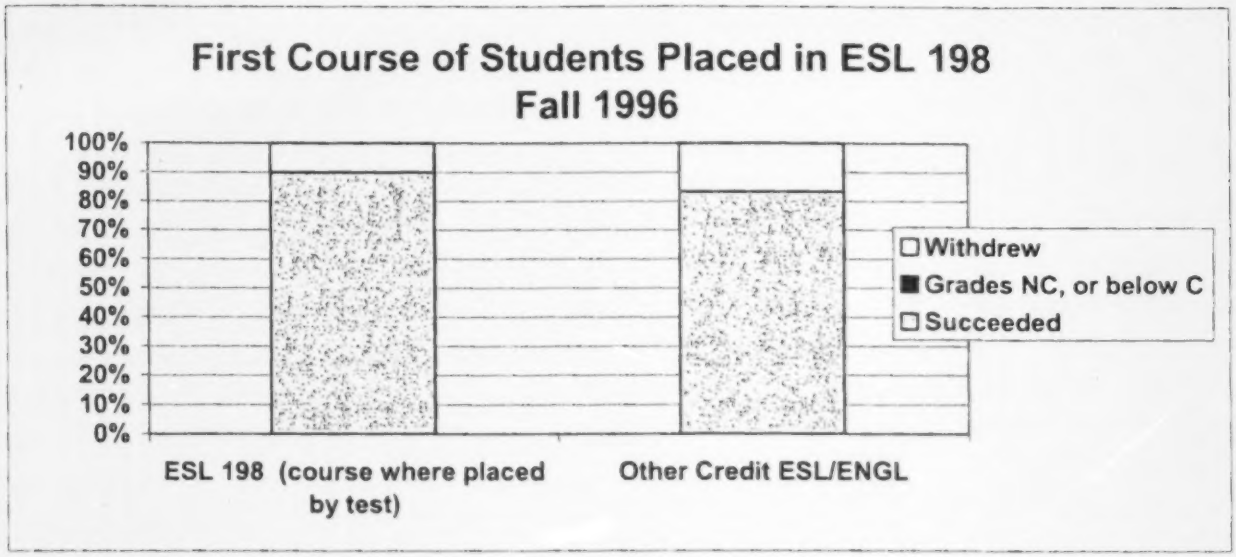


Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades Below C	Withdrew	Total	Percent of Course Takers
ESL 037	119	ESL 037 (course where placed by test)	31	16	3	50	70%
		Other Credit ESL/ENGL	10	4	5	19	27%
		ESL 035 (Non-Credit ESL)				2	3%
		Tested, came to RHC, no ESL/ENGL				15	
		Tested, Did not Enroll at RHC				33	
							Percent of Cohort
ESL 037		ESL 037 (course where placed by test)	62%	32%	6%	100%	42%
		Other Credit ESL/ENGL	53%	21%	26%	100%	16%
		ESL 035 (Non-Credit ESL)					2%
		Tested, came to RHC, no ESL/ENGL					13%
		Tested, Did not Enroll at RHC					28%

First Course of Students Placed in ESL 197
Fall 1996

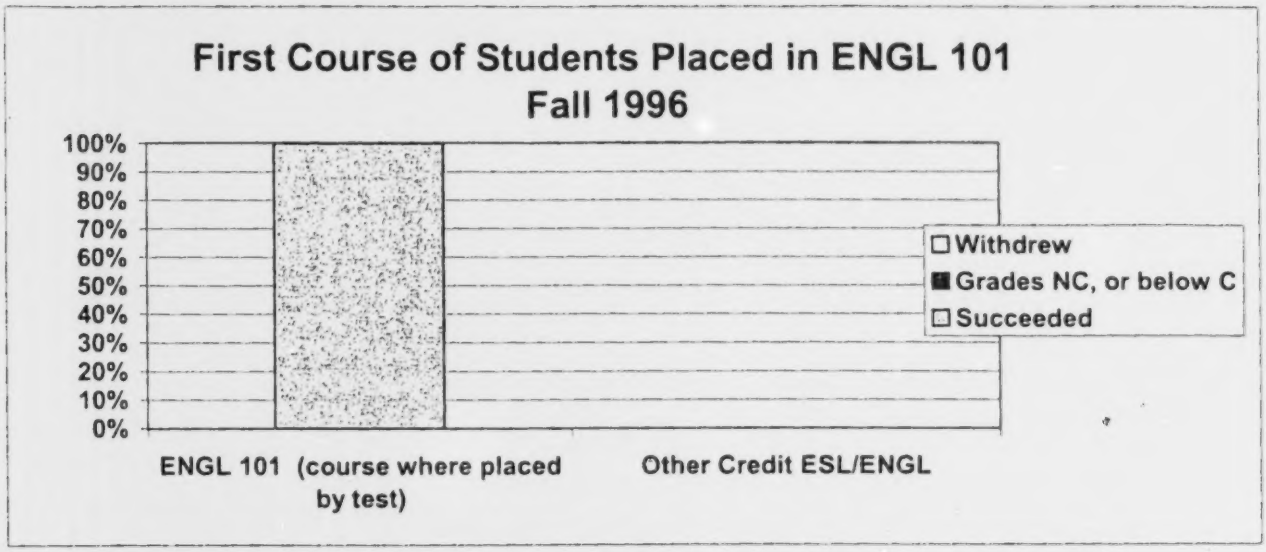


Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 197	78	ESL 197 (course where placed by test)	14	6	4	24	53%
		Other Credit ESL/ENGL	13	5	3	21	47%
		ESL 035 (Non-Credit ESL)				0	0%
		Tested, came to RHC, no ESL/ENGL				13	
		Tested, Did not Enroll at RHC				20	
							Percent of Cohort
ESL 197		ESL 197 (course where placed by test)	58%	25%	17%	100%	31%
		Other Credit ESL/ENGL	62%	24%	14%	100%	27%
		ESL 035 (Non-Credit ESL)					0%
		Tested, came to RHC, no ESL/ENGL					17%
		Tested, Did not Enroll at RHC					26%



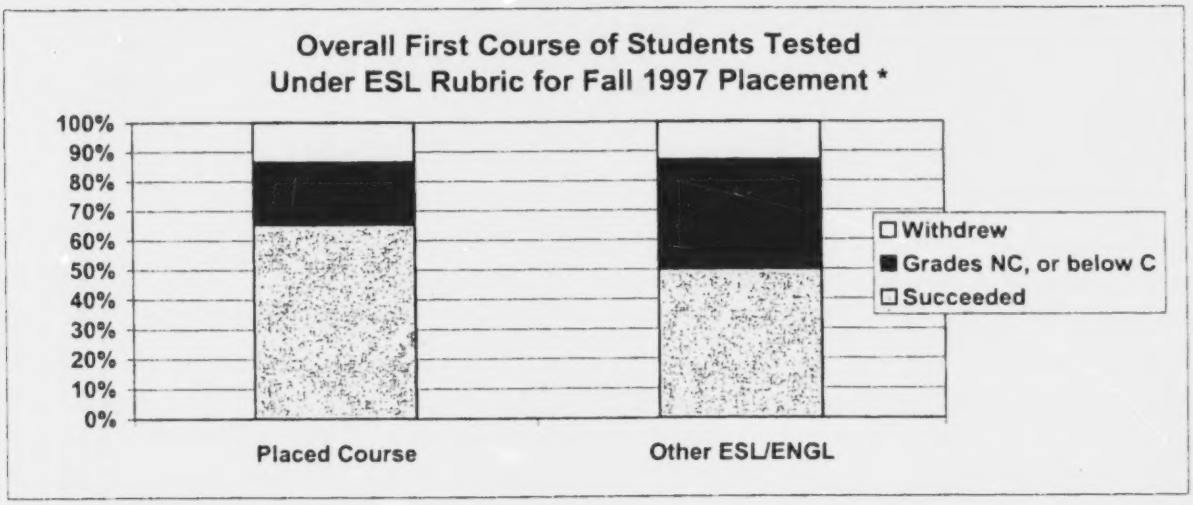
Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 198	29	ESL 198 (course where placed by test)	9	0	1	10	63%
		Other Credit ESL/ENGL	5	0	1	6	38%
		ESL 035 (Non-Credit ESL)				0	0%
		Tested, came to RHC, no ESL/ENGL				8	
		Tested, Did not Enroll at RHC				5	

							Percent of Cohort
ESL 198		ESL 198 (course where placed by test)	90%	0%	10%	100%	34%
		Other Credit ESL/ENGL	83%	0%	17%	100%	21%
		ESL 035 (Non-Credit ESL)					0%
		Tested, came to RHC, no ESL/ENGL					28%
		Tested, Did not Enroll at RHC					17%



Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ENGL 101	1	ENGL 101 (course where placed by test)	1	0	0	1	100%
		Other Credit ESL/ENGL				0	0%
		ESL 035 (Non-Credit ESL)				0	0%
		Tested, came to RHC, no ESL/ENGL				0	
		Tested, Did not Enroll at RHC				0	

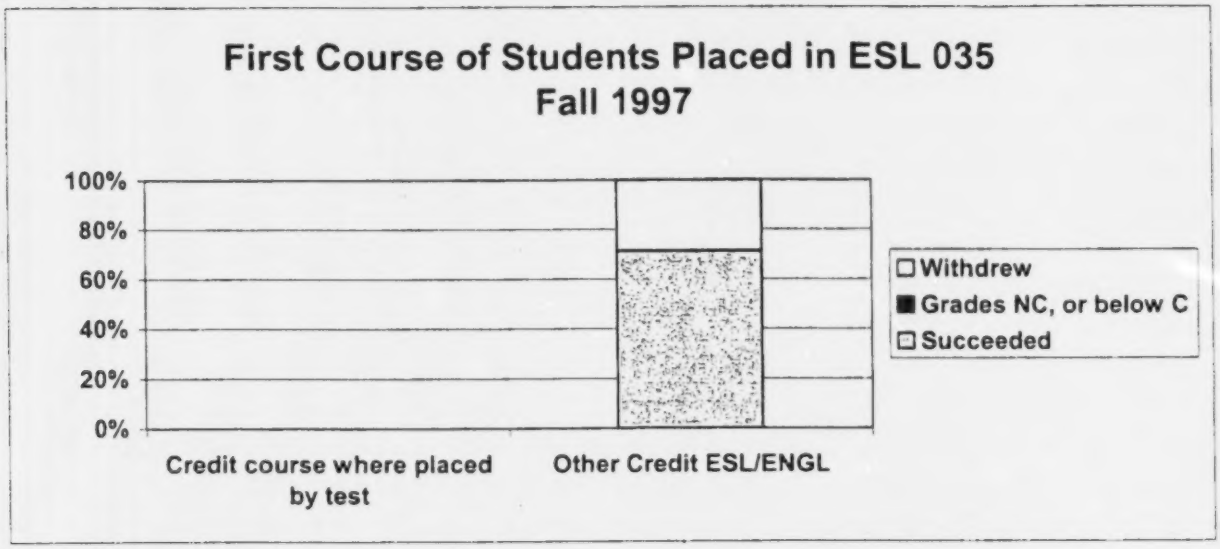
							Percent of Cohort
ENGL 101		ENGL 101 (course where placed by test)	100%	0%	0%	100%	100%
		Other Credit ESL/ENGL					0%
		ESL 035 (Non-Credit ESL)					0%
		Tested, came to RHC, no ESL/ENGL					0%
		Tested, Did not Enroll at RHC					0%



Tested into	Number in Cohort	Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
Any Course	304	Placed Course	68	22	14	104	59%
		Other ESL/ENGL	27	20	7	54	31%
		ESL 035 (Non-Credit ESL)				19	11%
		Tested, came to RHC, no ESL/ENGL				39	
		Tested, Did not Enroll at RHC				88	
							Percent of Cohort
Any Course							
		Placed Course	65%	21%	13%	100%	34%
		Other ESL/ENGL	50%	37%	13%	100%	18%
		ESL 035 (Non-Credit ESL)					6%
		Tested, came to RHC, no ESL/ENGL					13%
		Tested, Did not Enroll at RHC					29%

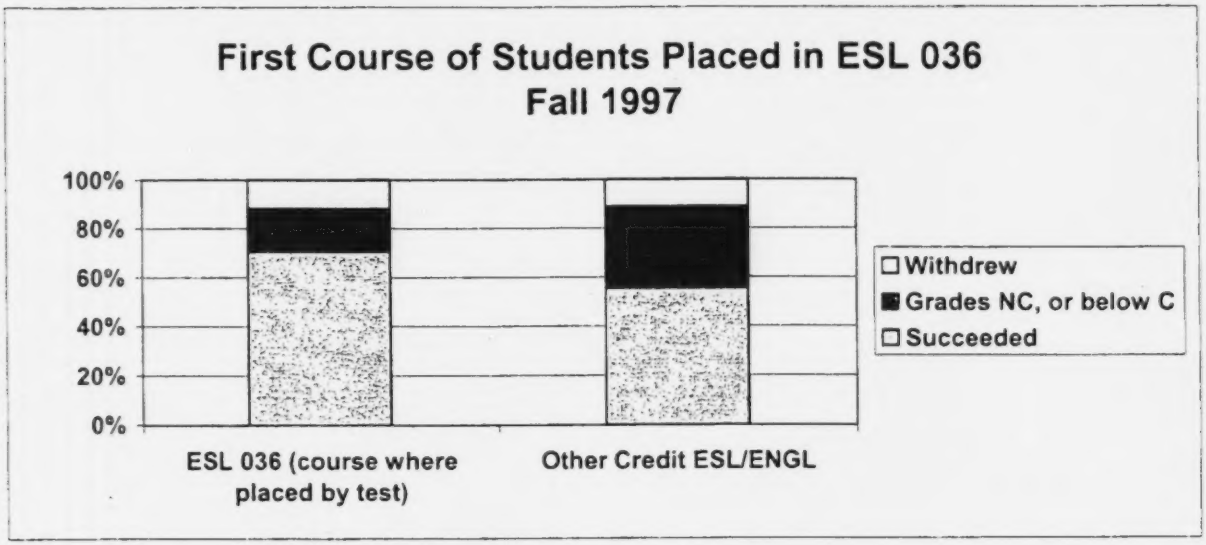
* The results of the assessment test scored using the ESL rubric would be good for ESL or English placement in Fall 1997 or later. Not all students who took ESL courses at Rio Hondo actually took their first course in Fall 1997. In fact, students took their first ESL course up to four years after the term for which the assessment test was first applicable. The actual year and term of the first ESL or English course after the assessment test applicable from Fall 1997 forward was:

1st Course in	All Courses	Assessed Test Placement in:	ESL 035	ESL 036	ESL 037	ESL 197	ESL 198	ENGL 101
Fall 1997 **	129		8	23	52	24	22	0
% same term	73%		47%	77%	76%	75%	73%	
Spring 1998	29		4	7	9	4	5	
Summer 1998	3				1	2		
Fall 1998	8		2		3	2	1	
Spring 1999	4		1		2		1	
Summer 1999	0							
Fall 1999	0							
Spring 2000	2		1		1			
Summer 2000	0							
Fall 2000	1						1	
Spring 2001	1		1					
Summer 2001	0							
Course Takers	177		17	30	68	32	30	0

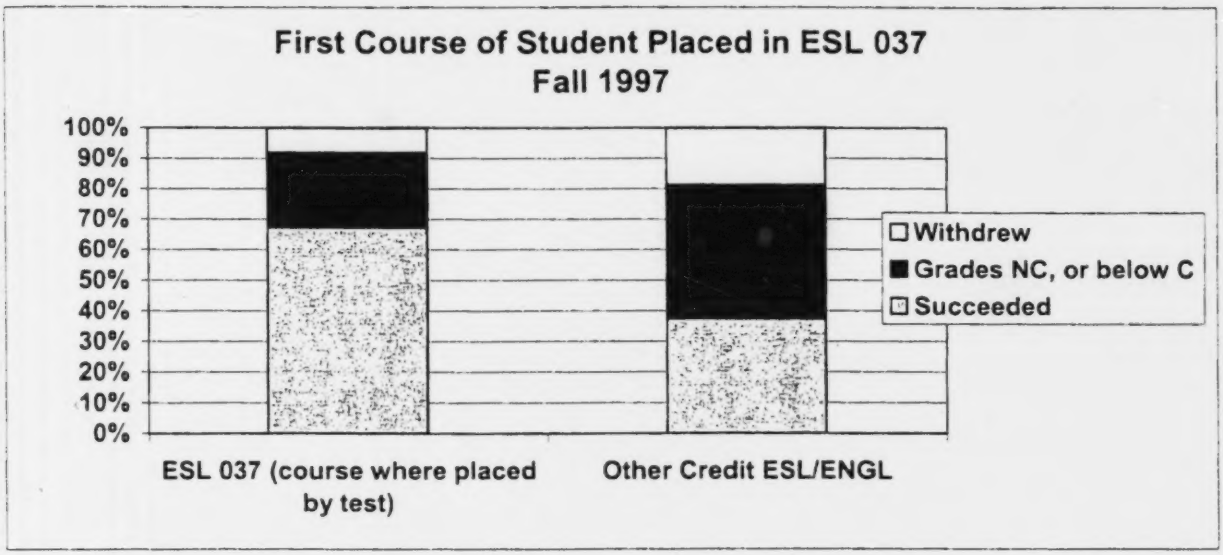


Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 035	40	Credit course where placed by test				0	0%
		Other Credit ESL/ENGL	5	0	2	7	41%
		ESL 035 (Non-Credit ESL)				10	59%
		Tested, came to RHC, no ESL/ENGL				8	
		Tested, Did not Enroll at RHC				15	

							Percent of Cohort
ESL 035		Credit course where placed by test					0%
		Other ESL/ENGL	71%	0%	29%	100%	18%
		ESL 035 (Non-Credit ESL)					25%
		Tested, came to RHC, no ESL/ENGL					20%
		Tested, Did not Enroll at RHC					38%

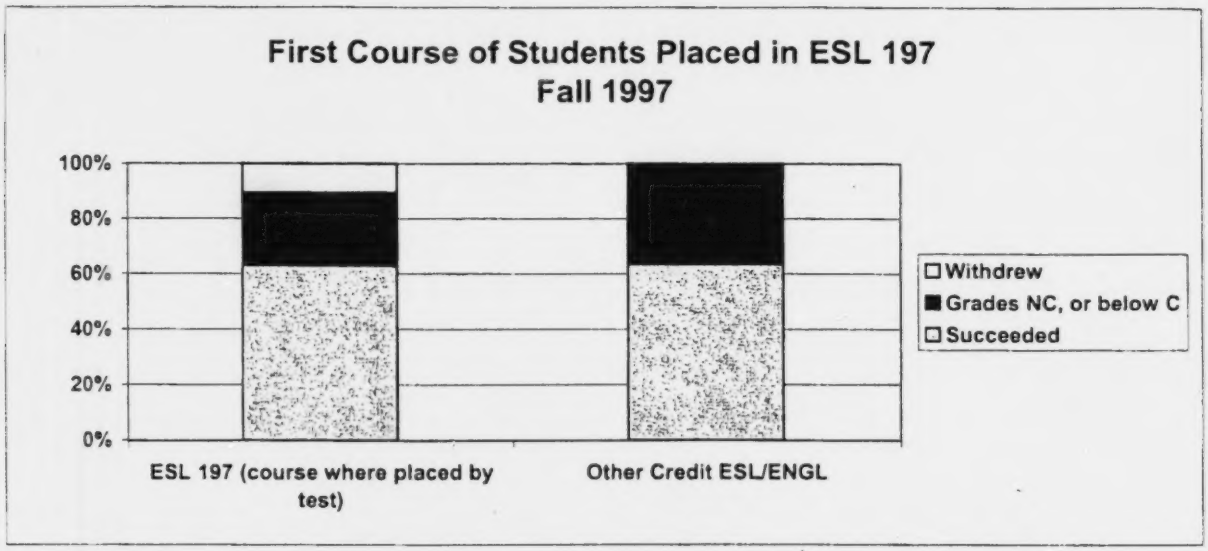


Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 036	63	ESL 036 (course where placed by test)	12	3	2	17	57%
		Other Credit ESL/ENGL	5	3	1	9	30%
		ESL 035 (Non-Credit ESL)				4	13%
		Tested, came to RHC, no ESL/ENGL				10	
		Tested, Did not Enroll at RHC				23	
							Percent of Cohort
ESL 036		ESL 036 (course where placed by test)	71%	18%	12%	100%	27%
		Other Credit ESL/ENGL	56%	33%	11%	100%	14%
		ESL 035 (Non-Credit ESL)					6%
		Tested, came to RHC, no ESL/ENGL					16%
		Tested, Did not Enroll at RHC					37%

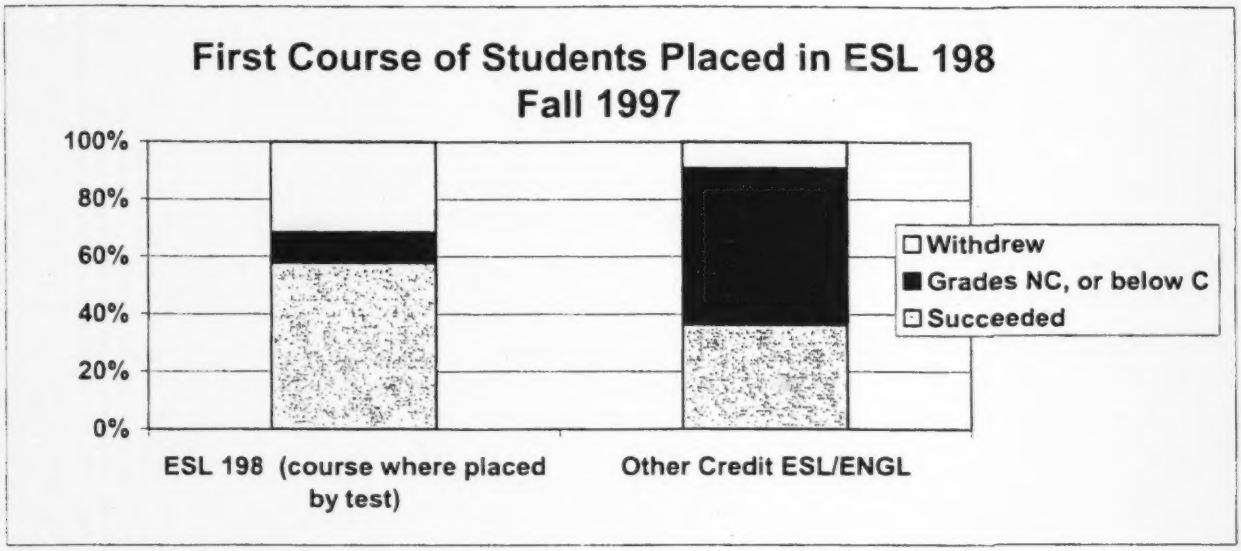


Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 037	105	ESL 037 (course where placed by test)	33	12	4	49	72%
		Other Credit ESL/ENGL	6	7	3	16	24%
		ESL 035 (Non-Credit ESL)				3	4%
		Tested, came to RHC, no ESL/ENGL				13	
		Tested, Did not Enroll at RHC				24	

							Percent of Cohort
ESL 037		ESL 037 (course where placed by test)	67%	24%	8%	100%	47%
		Other Credit ESL/ENGL	38%	44%	19%	100%	15%
		ESL 035 (Non-Credit ESL)					3%
		Tested, came to RHC, no ESL/ENGL					12%
		Tested, Did not Enroll at RHC					23%



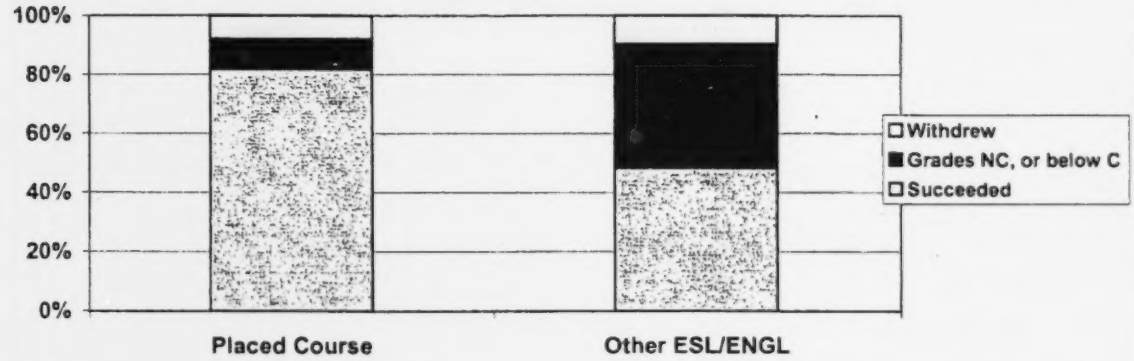
Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 197	53	ESL 197 (course where placed by test)	12	5	2	19	59%
		Other Credit ESL/ENGL	7	4	0	11	34%
		ESL 035 (Non-Credit ESL)				2	6%
		Tested, came to RHC, no ESL/ENGL				4	
		Tested, Did not Enroll at RHC				17	
							Percent of Cohort
ESL 197		ESL 197 (course where placed by test)	63%	26%	11%	100%	36%
		Other Credit ESL/ENGL	64%	36%	0%	100%	21%
		ESL 035 (Non-Credit ESL)					4%
		Tested, came to RHC, no ESL/ENGL					8%
		Tested, Did not Enroll at RHC					32%



Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 198	43	ESL 198 (course where placed by test)	11	2	6	19	63%
		Other Credit ESL/ENGL	4	6	1	11	37%
		ESL 035 (Non-Credit ESL)				0	0%
		Tested, came to RHC, no ESL/ENGL				4	
		Tested, Did not Enroll at RHC				9	

							Percent of Cohort
ESL 198		ESL 198 (course where placed by test)	58%	11%	32%	100%	44%
		Other Credit ESL/ENGL	36%	55%	9%	100%	26%
		ESL 035 (Non-Credit ESL)					0%
		Tested, came to RHC, no ESL/ENGL					9%
		Tested, Did not Enroll at RHC					21%

Overall First Course of Students Tested Under ESL Rubric for Fall 1998 Placement *

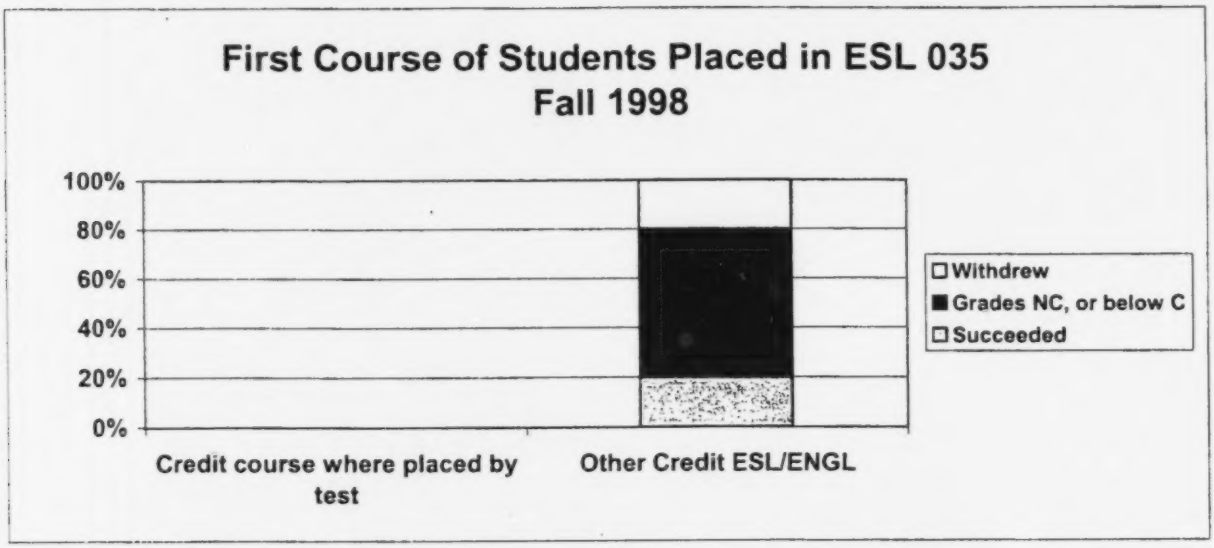


Tested into	Number in Cohort	Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
Any Course	254	Placed Course	72	9	7	88	62%
		Other ESL/ENGL	15	13	3	31	22%
		ESL 035 (Non-Credit ESL)				22	16%
		Tested, came to RHC, no ESL/ENGL				35	
		Tested, Did not Enroll at RHC				78	

Any Course					Percent of Cohort
Placed Course	82%	10%	8%	100%	35%
Other ESL/ENGL	48%	42%	10%	100%	12%
ESL 035 (Non-Credit ESL)					9%
Tested, came to RHC, no ESL/ENGL					14%
Tested, Did not Enroll at RHC					31%

* The results of the assessment test scored using the ESL rubric would be good for ESL or English placement in Fall 1998 or later. Not all students who took ESL courses at Rio Hondo actually took their first course in Fall 1998. In fact, students took their first ESL course up to two years after the term for which the assessment test was first applicable. The actual year and term of the first ESL or English course after the assessment test applicable from Fall 1998 forward was:

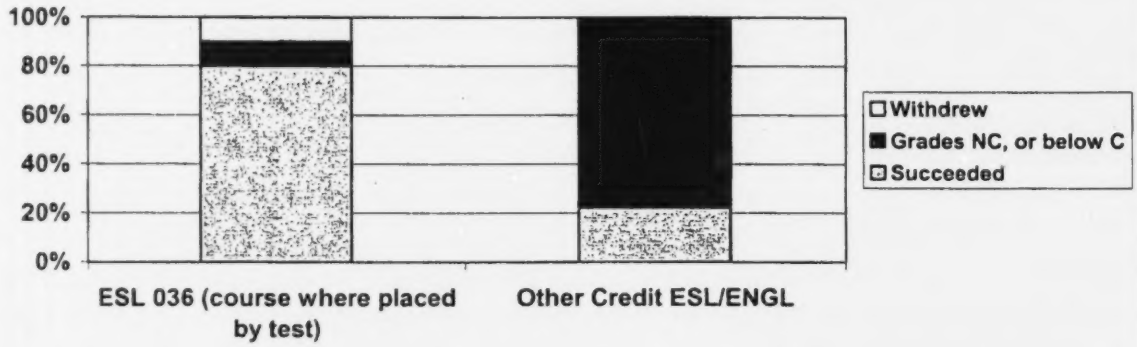
1st Course in	All Courses	Assessed Test Placement in: ESL 035	ESL 036	ESL 037	ESL 197	ESL 198	ENGL 101
Fall 1998 **	116	21	25	42	16	12	0
% same term	82%	91%	81%	88%	76%	67%	
Spring 1999	15	2	3	5	1	4	
Summer 1999	1		1				
Fall 1999	5			1	3	1	
Spring 2000	2		1			1	
Summer 2000	0						
Fall 2000	2		1		1		
Spring 2001	0						
Summer 2001	0						
Course Takers	141	23	31	48	21	18	0



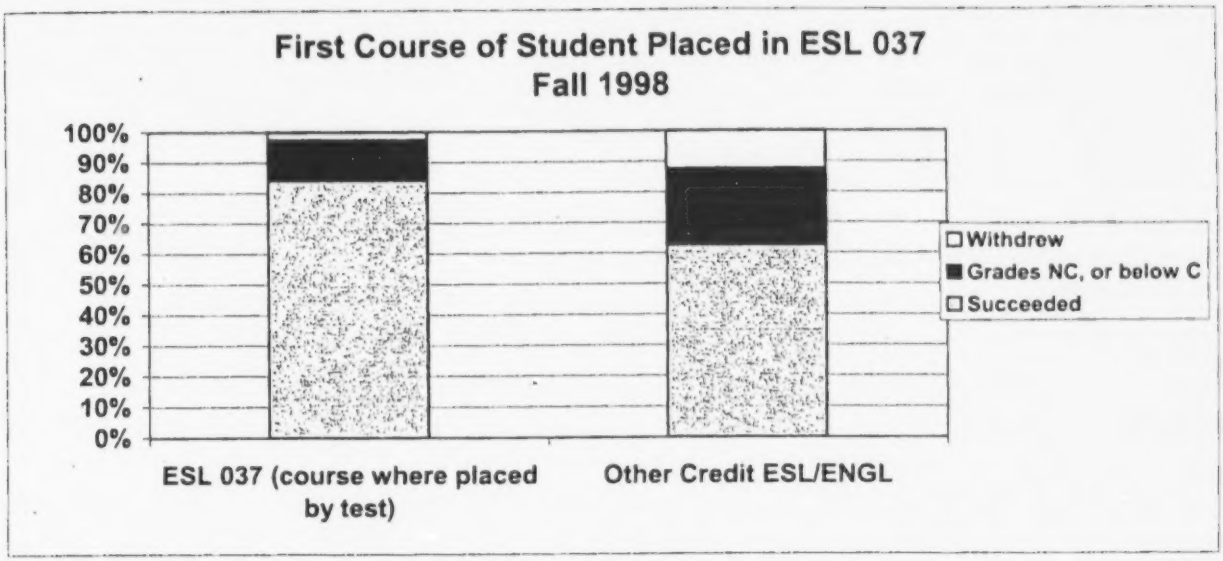
Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 035	46	Credit course where placed by test				0	0%
		Other Credit ESL/ENGL	1	3	1	5	22%
		ESL 035 (Non-Credit ESL)				18	78%
		Tested, came to RHC, no ESL/ENGL				7	
		Tested, Did not Enroll at RHC				16	

							Percent of Cohort
ESL 035		Credit course where placed by test					0%
		Other ESL/ENGL	20%	60%	20%	100%	11%
		ESL 035 (Non-Credit ESL)					39%
		Tested, came to RHC, no ESL/ENGL					15%
		Tested, Did not Enroll at RHC					35%

First Course of Students Placed in ESL 036
Fall 1998

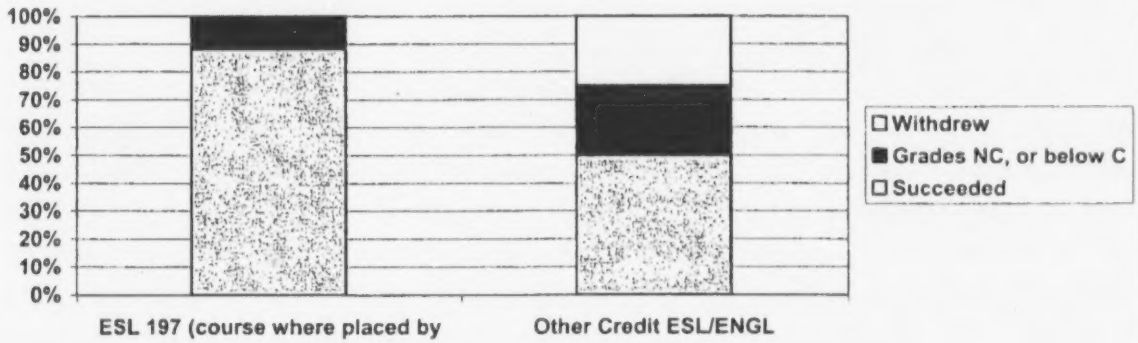


Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 036	55	ESL 036 (course where placed by test)	16	2	2	20	65%
		Other Credit ESL/ENGL	2	7	0	9	29%
		ESL 035 (Non-Credit ESL)				2	6%
		Tested, came to RHC, no ESL/ENGL				7	
		Tested, Did not Enroll at RHC				17	
							Percent of Cohort
ESL 036		ESL 036 (course where placed by test)	80%	10%	10%	100%	36%
		Other Credit ESL/ENGL	22%	78%	0%	100%	16%
		ESL 035 (Non-Credit ESL)					4%
		Tested, came to RHC, no ESL/ENGL					13%
		Tested, Did not Enroll at RHC					31%

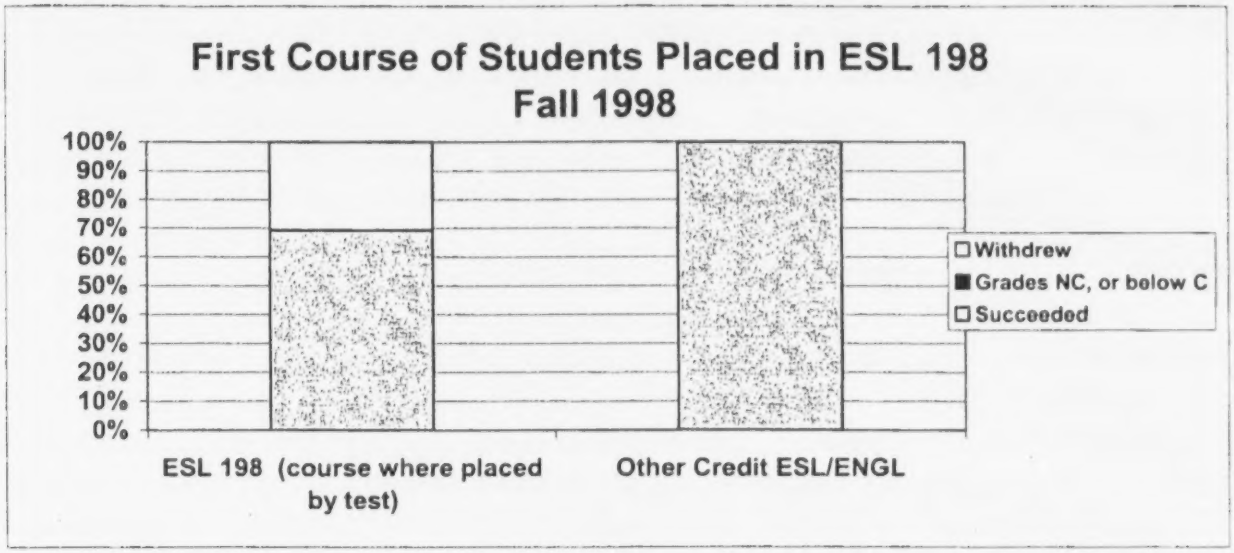


Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 037	87	ESL 037 (course where placed by test)	32	5	1	38	79%
		Other Credit ESL/ENGL	5	2	1	8	17%
		ESL 035 (Non-Credit ESL)				2	4%
		Tested, came to RHC, no ESL/ENGL				9	
		Tested, Did not Enroll at RHC				30	
							Percent of Cohort
ESL 037		ESL 037 (course where placed by test)	84%	13%	3%	100%	44%
		Other Credit ESL/ENGL	63%	25%	13%	100%	9%
		ESL 035 (Non-Credit ESL)					2%
		Tested, came to RHC, no ESL/ENGL					10%
		Tested, Did not Enroll at RHC					34%

First Course of Students Placed in ESL 197
Fall 1998

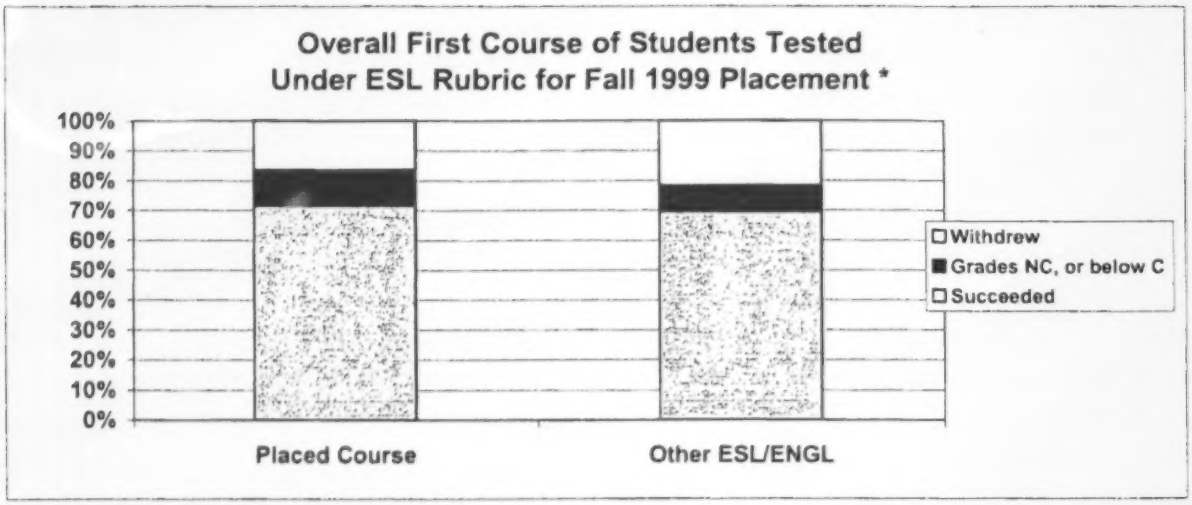


Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 197	37	ESL 197 (course where placed by test)	15	2	0	17	81%
		Other Credit ESL/ENGL	2	1	1	4	19%
		ESL 035 (Non-Credit ESL)				0	0%
		Tested, came to RHC, no ESL/ENGL				9	
		Tested, Did not Enroll at RHC				7	
							Percent of Cohort
ESL 197		ESL 197 (course where placed by test)	88%	12%	0%	100%	46%
		Other Credit ESL/ENGL	50%	25%	25%	100%	11%
		ESL 035 (Non-Credit ESL)					0%
		Tested, came to RHC, no ESL/ENGL					24%
		Tested, Did not Enroll at RHC					19%



Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 198	29	ESL 198 (course where placed by test)	9	0	4	13	72%
		Other Credit ESL/ENGL	5	0	0	5	28%
		ESL 035 (Non-Credit ESL)				0	0%
		Tested, came to RHC, no ESL/ENGL				3	
		Tested, Did not Enroll at RHC				8	

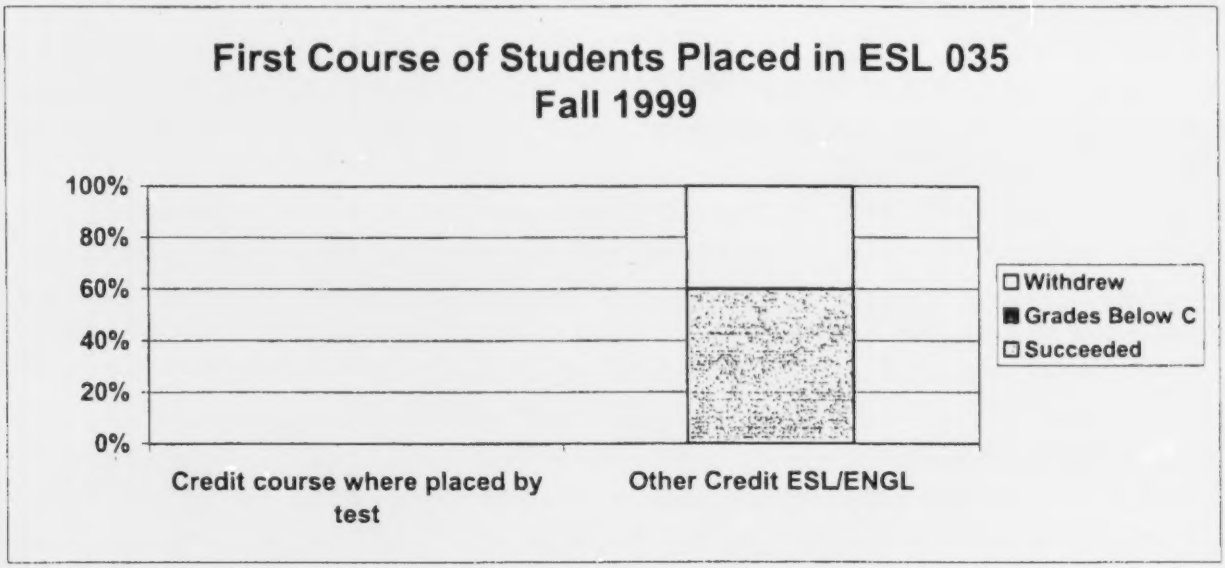
							Percent of Cohort
ESL 198		ESL 198 (course where placed by test)	69%	0%	31%	100%	45%
		Other Credit ESL/ENGL	100%	0%	0%	100%	17%
		ESL 035 (Non-Credit ESL)					0%
		Tested, came to RHC, no ESL/ENGL					10%
		Tested, Did not Enroll at RHC					28%



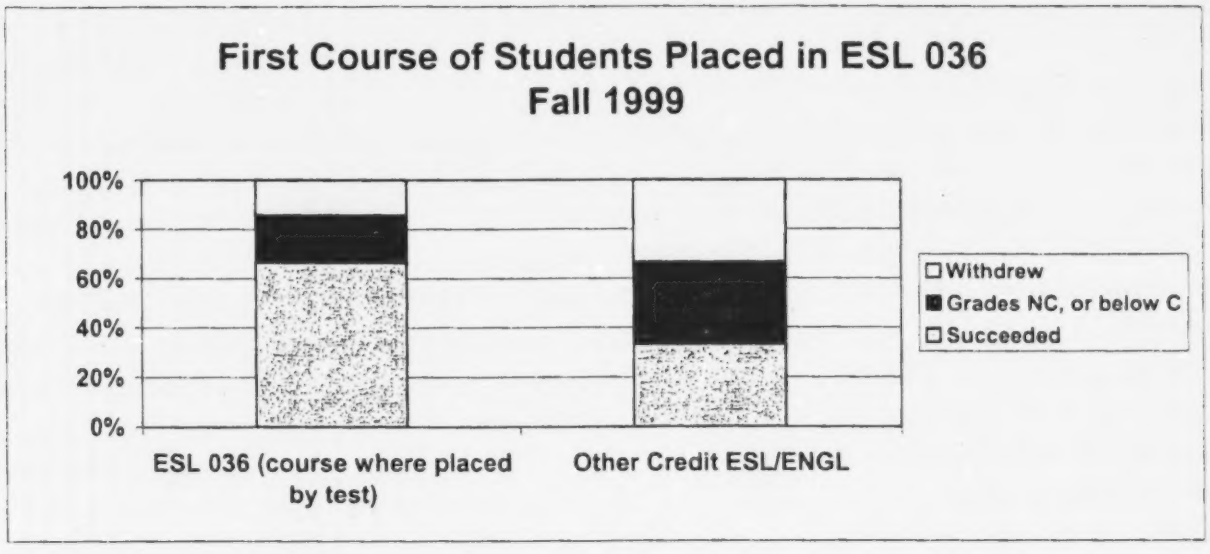
Tested into	Number In Cohort	Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
Any Course	187	Placed Course	48	8	11	67	61%
		Other ESL/ENGL	16	2	5	23	21%
		ESL 035 (Non-Credit ESL)				20	18%
		Tested, came to RHC, no ESL/ENGL				20	
		Tested, Did not Enroll at RHC				57	
Any Course							Percent of Cohort
		Placed Course	72%	12%	16%	100%	36%
		Other ESL/ENGL	70%	9%	22%	100%	12%
		ESL 035 (Non-Credit ESL)					11%
		Tested, came to RHC, no ESL/ENGL					11%
		Tested, Did not Enroll at RHC					30%

* The results of the assessment test scored using the ESL rubric would be good for ESL or English placement in Fall 1999 or later. Not all students who took ESL courses at Rio Hondo actually took their first course in Fall 1999.
In fact, students took their first ESL course up to a year and a half after the term for which the assessment test was first applicable.
The actual year and term of the first ESL or English course after the assessment test applicable from Fall 1999 forward was:

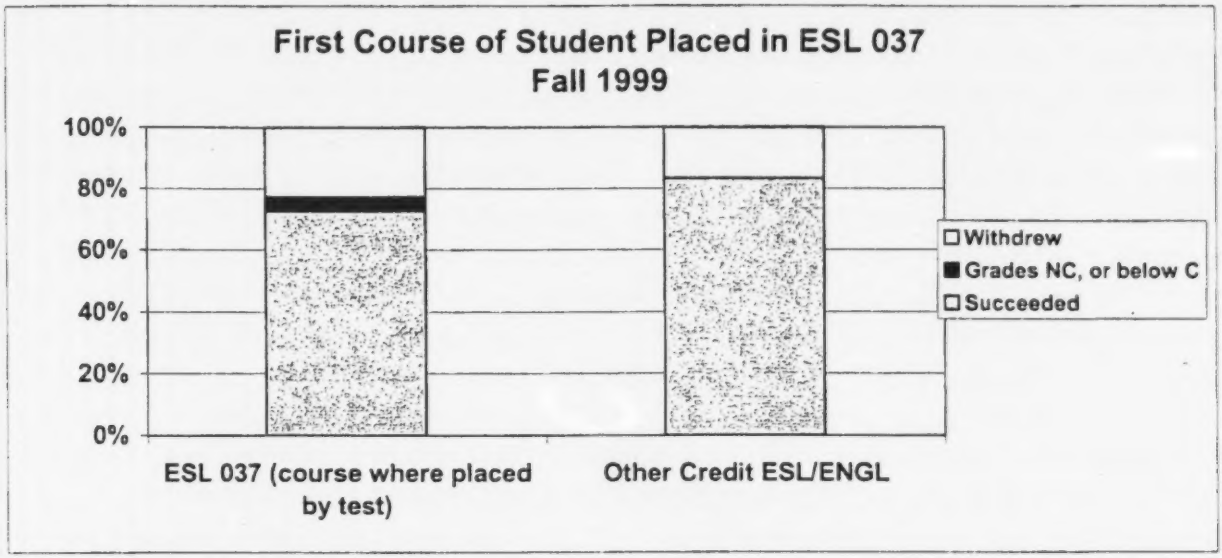
1st Course in	All Courses	Assessed Test Placement in:	ESL 035	ESL 036	ESL 037	ESL 197	ESL 198	ENGL 101
Fall 1999	88		12	26	25	12	13	0
% same term	80%		75%	84%	83%	75%	76%	
Spring 2000	15		2	4	4	2	3	
Summer 2000	1					1		
Fall 2000	4		1	1	1	1		
Spring 2001	2		1				1	
Summer 2001	0							
Course Takers	110		16	31	30	16	17	0



Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades Below C	Withdrew	Total	Percent of Course Takers
ESL 035	34	Credit course where placed by test				0	0%
		Other Credit ESL/ENGL	3	0	2	5	31%
		ESL 035 (Non-Credit ESL)				11	69%
		Tested, came to RHC, no ESL/ENGL				4	
		Tested, Did not Enroll at RHC				14	
							Percent of Cohort
ESL 035		Credit course where placed by test					0%
		Other ESL/ENGL	60%	0%	40%	100%	15%
		ESL 035 (Non-Credit ESL)					32%
		Tested, came to RHC, no ESL/ENGL					12%
		Tested, Did not Enroll at RHC					41%



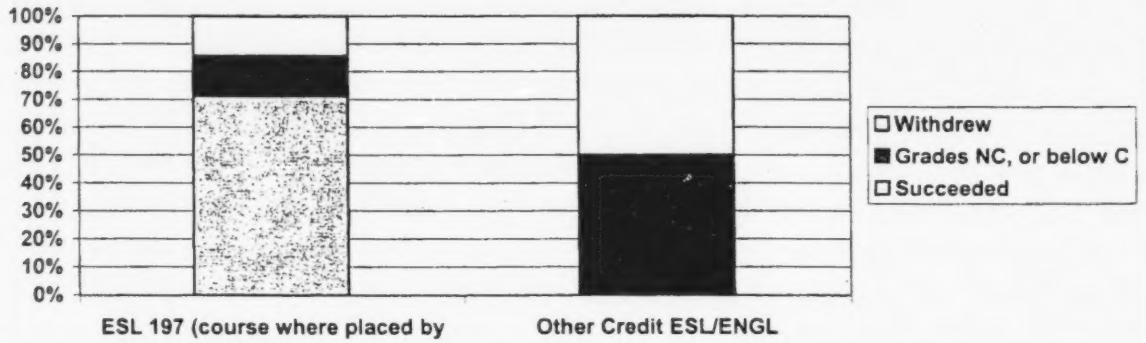
Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 036	50	ESL 036 (course where placed by test)	14	4	3	21	68%
		Other Credit ESL/ENGL	1	1	1	3	10%
		ESL 035 (Non-Credit ESL)				7	23%
		Tested, came to RHC, no ESL/ENGL				2	
		Tested, Did not Enroll at RHC				17	
							Percent of Cohort
ESL 036		ESL 036 (course where placed by test)	67%	19%	14%	100%	42%
		Other Credit ESL/ENGL	33%	33%	33%	100%	6%
		ESL 035 (Non-Credit ESL)					14%
		Tested, came to RHC, no ESL/ENGL					4%
		Tested, Did not Enroll at RHC					34%



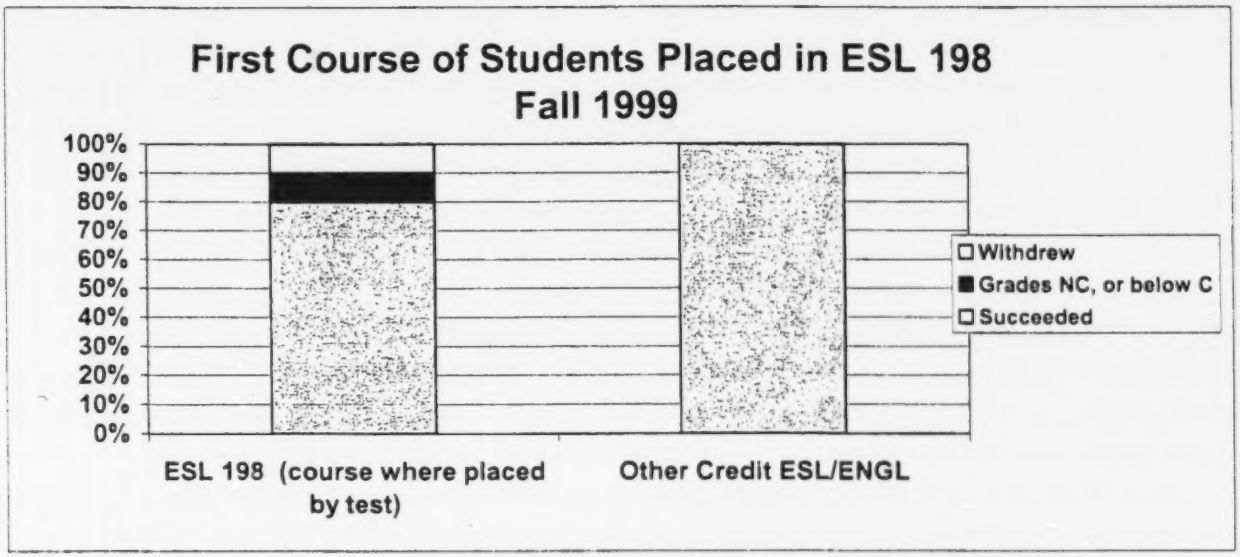
Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 037	60	ESL 037 (course where placed by test)	16	1	5	22	73%
		Other Credit ESL/ENGL	5	0	1	6	20%
		ESL 035 (Non-Credit ESL)				2	7%
		Tested, came to RHC, no ESL/ENGL				11	
		Tested, Did not Enroll at RHC				19	

							Percent of Cohort
ESL 037		ESL 037 (course where placed by test)	73%	5%	23%	100%	37%
		Other Credit ESL/ENGL	83%	0%	17%	100%	10%
		ESL 035 (Non-Credit ESL)					3%
		Tested, came to RHC, no ESL/ENGL					18%
		Tested, Did not Enroll at RHC					32%

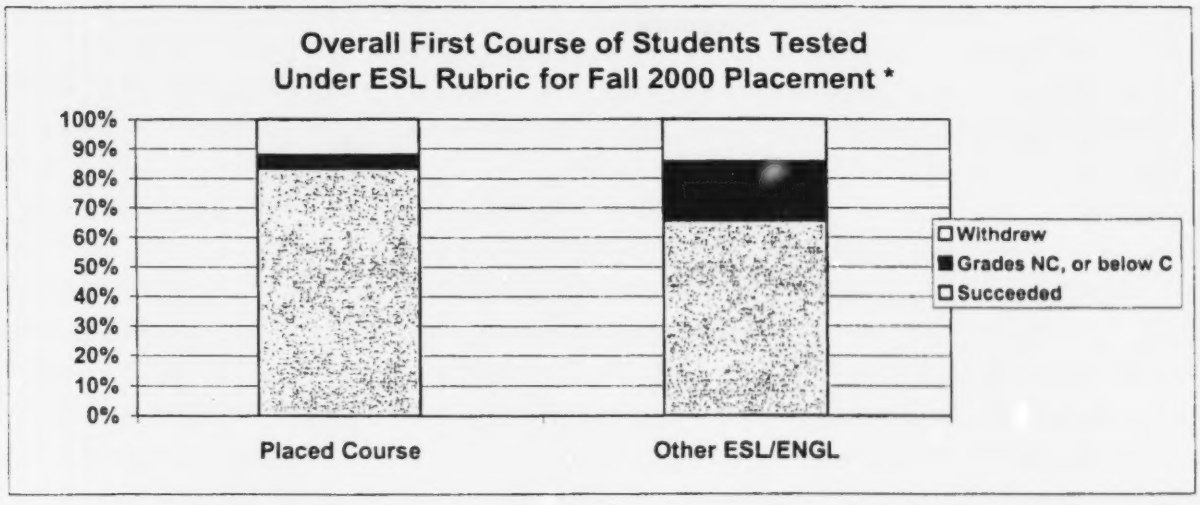
First Course of Students Placed in ESL 197
Fall 1999



Tested into	Number in Cohort	First Course Registered In	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 197	22	ESL 197 (course where placed by test)	10	2	2	14	88%
		Other Credit ESL/ENGL	0	1	1	2	13%
		ESL 035 (Non-Credit ESL)				0	0%
		Tested, came to RHC, no ESL/ENGL				2	
		Tested, Did not Enroll at RHC				4	
							Percent of Cohort
ESL 197		ESL 197 (course where placed by test)	71%	14%	14%	100%	64%
		Other Credit ESL/ENGL	0%	50%	50%	100%	9%
		ESL 035 (Non-Credit ESL)					0%
		Tested, came to RHC, no ESL/ENGL					9%
		Tested, Did not Enroll at RHC					18%



Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 198	21	ESL 198 (course where placed by test)	8	1	1	10	59%
		Other Credit ESL/ENGL	7	0	0	7	41%
		ESL 035 (Non-Credit ESL)				0	0%
		Tested, came to RHC, no ESL/ENGL				1	
		Tested, Did not Enroll at RHC				3	
							Percent of Cohort
ESL 198		ESL 198 (course where placed by test)	80%	10%	10%	100%	48%
		Other Credit ESL/ENGL	100%	0%	0%	100%	33%
		ESL 035 (Non-Credit ESL)					0%
		Tested, came to RHC, no ESL/ENGL					5%
		Tested, Did not Enroll at RHC					14%

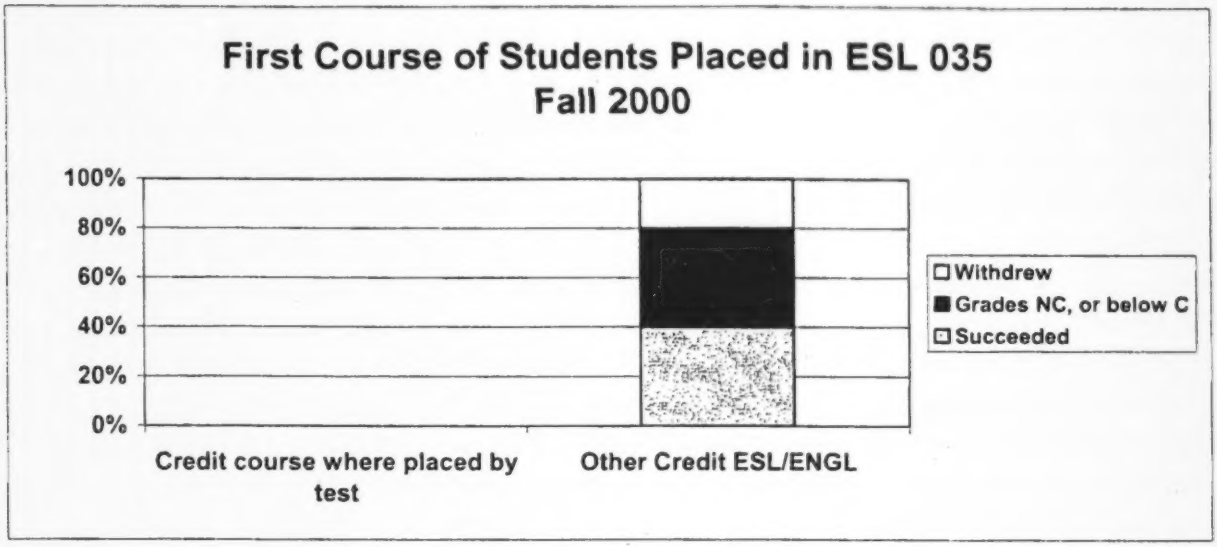


Tested into	Number in Cohort	Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
Any Course	297	Placed Course	90	5	13	108	69%
		Other ESL/ENGL	23	7	5	35	22%
		ESL 035 (Non-Credit ESL)				13	8%
		Tested, came to RHC, no ESL/ENGL				51	
		Tested, Did not Enroll at RHC				90	

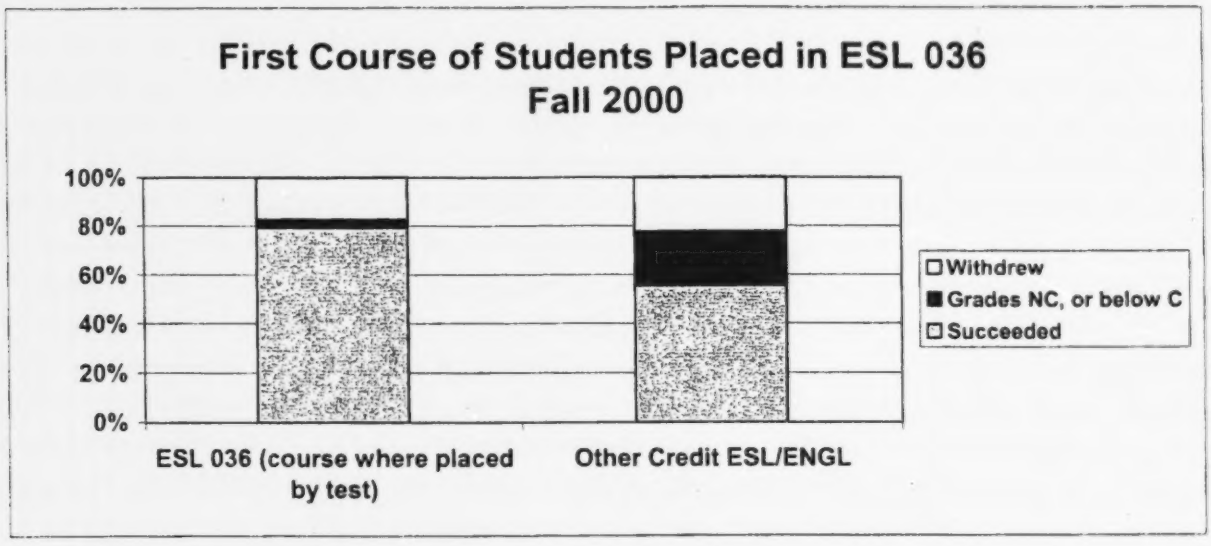
Any Course					Percent of Cohort
Placed Course	83%	5%	12%	100%	36%
Other ESL/ENGL	66%	20%	14%	100%	12%
ESL 035 (Non-Credit ESL)					4%
Tested, came to RHC, no ESL/ENGL					17%
Tested, Did not Enroll at RHC					30%

* The results of the assessment test scored using the ESL rubric would be good for ESL or English placement in Fall 2000 or later. Not all students who took ESL courses at Rio Hondo actually took their first course in Fall 2000. In fact, students took their first ESL course up to two terms after the term for which the assessment test was first applicable. The actual year and term of the first ESL or English course after the assessment test applicable from Fall 2000 forward was:

1st Course in	All Courses	Assessed Test Placement in: ESL 035	ESL 036	ESL 037	ESL 197	ESL 198	ENGL 101
Fall 2000 **	129	11	36	43	22	17	0
% same term	83%	79%	90%	80%	79%	85%	
Spring 2001	26	3	4	11	6	2	
Summer 2001	1					1	
Course Takers	156	14	40	54	28	20	0

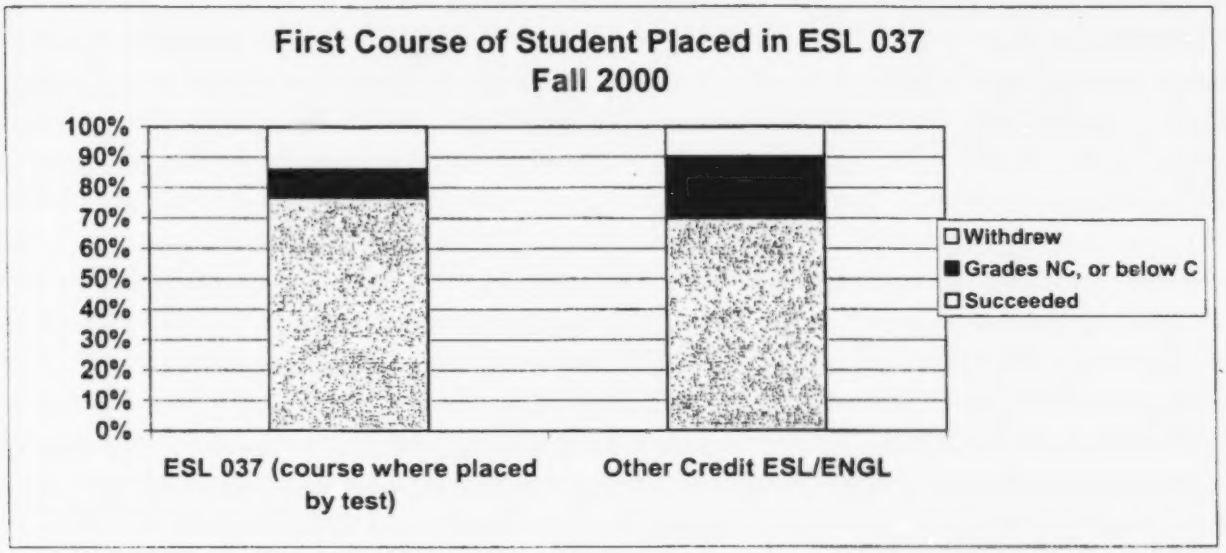


Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 035	42	Credit course where placed by test				0	0%
		Other Credit ESL/ENGL	2	2	1	5	36%
		ESL 035 (Non-Credit ESL)				9	64%
		Tested, came to RHC, no ESL/ENGL				8	
		Tested, Did not Enroll at RHC				20	
							Percent of Cohort
ESL 035		Credit course where placed by test					0%
		Other ESL/ENGL	40%	40%	20%	100%	12%
		ESL 035 (Non-Credit ESL)					21%
		Tested, came to RHC, no ESL/ENGL					19%
		Tested, Did not Enroll at RHC					48%

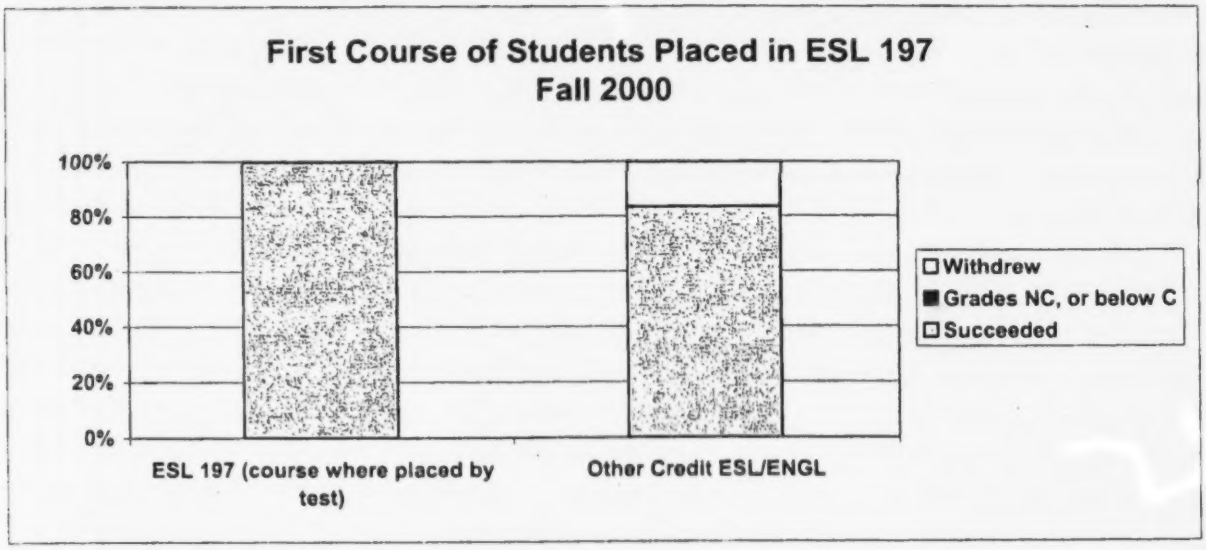


Tested Into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 036	88	ESL 036 (course where placed by test)	23	1	5	29	73%
		Other Credit ESL/ENGL	5	2	2	9	23%
		ESL 035 (Non-Credit ESL)				2	5%
		Tested, came to RHC, no ESL/ENGL				14	
		Tested, Did not Enroll at RHC				34	

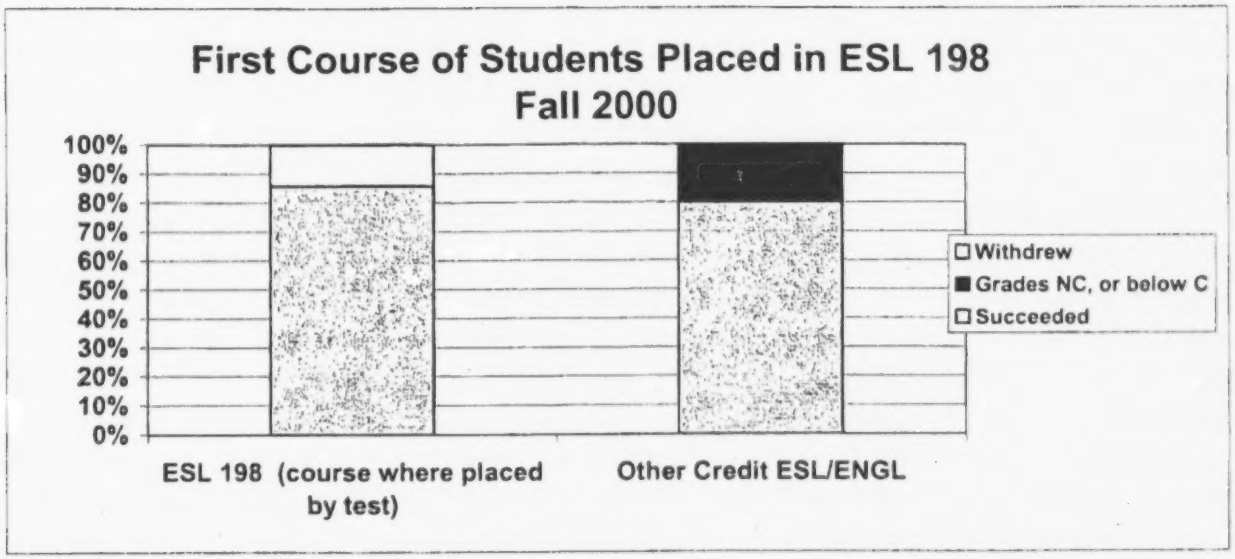
							Percent of Cohort
ESL 036		ESL 036 (course where placed by test)	79%	3%	17%	100%	33%
		Other Credit ESL/ENGL	56%	22%	22%	100%	10%
		ESL 035 (Non-Credit ESL)					2%
		Tested, came to RHC, no ESL/ENGL					16%
		Tested, Did not Enroll at RHC					39%



Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 037	89	ESL 037 (course where placed by test)	33	4	6	43	80%
		Other Credit ESL/ENGL	7	2	1	10	19%
		ESL 035 (Non-Credit ESL)				1	2%
		Tested, came to RHC, no ESL/ENGL				16	
		Tested, Did not Enroll at RHC				19	
							Percent of Cohort
ESL 037		ESL 037 (course where placed by test)	77%	9%	14%	100%	48%
		Other Credit ESL/ENGL	70%	20%	10%	100%	11%
		ESL 035 (Non-Credit ESL)					1%
		Tested, came to RHC, no ESL/ENGL					18%
		Tested, Did not Enroll at RHC					21%



Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 197	55	ESL 197 (course where placed by test)	22	0	0	22	79%
		Other Credit ESL/ENGL	5	0	1	6	21%
		ESL 035 (Non-Credit ESL)				0	0%
		Tested, came to RHC, no ESL/ENGL				12	
		Tested, Did not Enroll at RHC				15	
							Percent of Cohort
ESL 197		ESL 197 (course where placed by test)	100%	0%	0%	100%	40%
		Other Credit ESL/ENGL	83%	0%	17%	100%	11%
		ESL 035 (Non-Credit ESL)					0%
		Tested, came to RHC, no ESL/ENGL					22%
		Tested, Did not Enroll at RHC					27%



Tested into	Number in Cohort	First Course Registered in	Succeeded	Grades NC, or below C	Withdrew	Total	Percent of Course Takers
ESL 198	23	ESL 198 (course where placed by test)	12	0	2	14	70%
		Other Credit ESL/ENGL	4	1	0	5	25%
		ESL 035 (Non-Credit ESL)				1	5%
		Tested, came to RHC, no ESL/ENGL				1	
		Tested, Did not Enroll at RHC				2	
							Percent of Cohort
ESL 198		ESL 198 (course where placed by test)	86%	0%	14%	100%	61%
		Other Credit ESL/ENGL	80%	20%	0%	100%	22%
		ESL 035 (Non-Credit ESL)					4%
		Tested, came to RHC, no ESL/ENGL					4%
		Tested, Did not Enroll at RHC					9%

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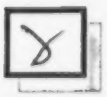

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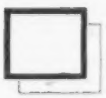

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